REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1884-85

BY

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READ—

Report on Popular Education in the Punjab for the year 1884-85, received with Director's No. 2197, dated 14th November 1885.

THE delay in the submission of this Report is with reason attributed to the changes in the system of statistics introduced during the year under the orders of the Government of India. The same cause has made a profitable comparison between the results of the present year and the past in many respects difficult, if not impossible. Speaking generally, however, the Report shows that education in the Punjab has made steady and satisfactory progress throughout the year in almost all departments. There are some discrepancies in the various tables of the Report, which are probably due to changes of classification; but, if these be eliminated, the Director states that 3 High, 10 Middle and 86 Primary Schools have been added to the list of public institutions during the year. The total number of such institutions under the new classification is now 2,053, or about one to every sixteen towns and villages. No fewer than 12,716 private institutions are also returned; so that there is a school of some sort to about every 2⅔ towns and villages. But, although the private institutions are in number more than seven-eighths of the whole, they teach little more than half the scholars; so that most of them must be small.

2. The number of scholars in public institutions was last year returned at 125,906, which was unprecedently large. This year it stands at 132,993, an increase of about 7,000, or 5½ per cent. There is some decrease in the number of females under instruction; but the number of male scholars has increased in all stages. Numerically the greatest addition took place in Primary Schools; but proportionately the increase of about 50 per cent. in Arts Colleges was far higher than in any other department. Similarly, while the number of scholars as a whole has increased by only 5½ per cent., the increase in English learning scholars is 9·5 per cent., and, while the increase in Government institutions is barely more than 3 per cent., that in aided institutions is 10·5 per cent. In all these percentage calculations, however, it must always be borne in mind that after numbers have reached a certain amount, the percentage of annual increase will almost always diminish, not because the increase is not in itself as great as before, but because it is compared with a larger realized result.

3. The total expenditure on education during the year was in round numbers 20 lakhs of rupees, of which Rs. 7,14,410 was contributed from Provincial Revenues, Rs. 6,55,104 from Municipal or Local Funds, Rs. 2,08,534 from fees, and the remainder from miscellaneous sources. The increase from fees is very satisfactory. Last year the income from this source was less than one-eleventh; this year it is considerably more than one-tenth of the total charge. This method of stating the result is in reality unfair to the fee income; for the gross charges are swelled by a considerable expenditure only indirectly connected with education. But in any case an increase of nearly 13½ per cent. in fee income in a single year is a legitimate source of congratulation, and a proof of an awakened consciousness of the benefits of education. Of the income from fees, about Rs. 5,000 were realized from Colleges, about Rs. 1,28,000 in Secondary Schools, about Rs. 50,000 in Primary Schools, and the rest from miscellaneous sources.

4. In accordance with the orders on the Report for last year the Director has prepared an account of the state of education in each district, arranged on similar lines throughout. This contains many useful particulars, which can hardly fail to be serviceable to local officers. It was originally intended to print these accounts at intervals of three years; but Mr. Ibbetson considers that five year intervals will be more convenient, and the Lieutenant-Governor has no objection to the proposed change, which may be adopted, the next district account being due for the year 1889-90. The analytical table prefixed to

the present account shows that whereas last year there were 16 districts with more than 100 males to each Primary scholar, there are now only 12; and while last year only 6 districts showed 75, or fewer males per Primary scholar, there are now 9. Both these results are eminently satisfactory.

5. There can be no doubt that, as Schools and scholars both increase, the work of district inspection is multiplied until it may become beyond the capacity of one man to perform with efficiency. In such a case either the staff must be increased or the duties rearranged. Financial considerations forbid the adoption of the former alternative; but the Lieutenant-Governor will have no objection for the present to a decrease in the number of inspections during the year of the schools of a district in any case in which the Director may think it advisable. In some of the more advanced districts, like Delhi and Jullundur, quarterly inspections of each school are probably unnecessary, and even in backward districts the interval between inspections might well be extended in cases of known tutorial efficiency. The difficulty, however, will be increased with the introduction of the result system of grants-in-aid, the success of which will depend mainly on efficiency of inspection. The Resolution of the Government of India, No. $\frac{10}{309}$, dated 23rd October 1884, reviewing the Report of the Education Commission, held out hopes of liberal assistance being given for the extension of Primary education. These hopes, however, have been disappointed. This is all the more to be regretted, as the only obstacle to the spread of education in the Punjab and the improvement of what is correctly described by the Director as the weakest point in the Education Department of this Province is the financial one.

6. *University Education.*—The number of students in the two Arts Colleges of the Province is now 225, or almost exactly double what it was two years ago. St. Stephen's College has now 39 scholars, while the Government College, Lahore, has 186—a number which it is found difficult to teach with the present staff. Thus, while the College was very successful in Degree examinations, for which the classes are small, the results in the Intermediate examination were decidedly disappointing. Out of 46 candidates 27 failed. The University itself continues to grow in popularity, and for the first time candidates went up to the Entrance examination from extra-provincial institutions. It is, however, remarkable that the number of students who prosecute their University studies beyond the Entrance stage is comparatively small, so that in the present year the number who graduated B. A. is less than one in twenty of those who matriculated. In this respect improvement must necessarily be gradual, and born of new ideas which are themselves still struggling for existence. Fears have been expressed in some quarters that the orders of the Punjab Government, limiting the future grant from Provincial Revenues for College scholarships to Rs. 9,000, will have an injurious effect on University education. The Lieutenant-Governor does not share these fears. It appears from the figures of the last five years* that the effect of increasing the Provincial grant for College scholarships has been to decrease the allotment formerly made by the University, which is separately and largely aided from Provincial funds. As it is, the sum of Rs. 9,000 is considerably in excess of the average allotment of the last five years. The Lieutenant-Governor much regrets that, for reasons which have never been explained to Government, the Senate did not accept the proposals made to transfer to its management the Government assignment for College scholarships under conditions which would have admitted of a considerable increase to the entire Scholarship

* Year.	College Scholarships given from	
	Provincial Revenues.	University Funds. (*a*)
	Rs.	Rs.
1880-81 ...	4,862	5,049
1881-82 ...	6,816	4,980
1882-83 ...	7,192	4,786
1883-84 ...	8,486	3,796
1884-85 ...	10,892	3,428
Average ...	7,650	4,588

(*a*). Exclusive of Scholarships in Oriental College, which cannot be shown separately from eleemosynary stipends.

Fund. He can hold out no expectation, however, of the Provincial allotment being increased independently of University co-operation. The large and rapid increase also in the number of College students shows that greater encouragement in the shape of scholarships from Government than that heretofore given is not needed. The Lieutenant-Governor agrees with the Director in considering the fact that 78 non-scholarship holders attended the Lahore Government College against 53 in the preceding year is a most gratifying circumstance.

The remarks made by the Director as to the absolute necessity for the maintenance of the credit of the University examinations and of a uniform standard have the concurrence of the Lieutenant-Governor; but the question is one which peculiarly belongs to the Senate, before whom the Director should take an opportunity of bringing it.

The Lieutenant-Governor regrets to observe that the Report on the Oriental College, which is required by the rules, has not been submitted. The Director should at once take steps to have this omission supplied, and the Lieutenant-Governor trusts that, in future years, the Senate will see that its rules on the subject are carried out.

7. *Secondary Education.*—The increase in the number of scholars receiving Secondary education was 1,160, or 15 per cent. The whole expenditure on male education in Secondary schools was Rs. 5,80,000, of which about one-fifth was realized from fees. There can be no doubt that it is in this stage that education must first become self-supporting in the Province; and the Lieutenant-Governor agrees generally with the Director in thinking that until the wants of Primary education have been thoroughly satisfied, existing Secondary schools should not as a rule be allowed to increase beyond the capacity of the teaching staff, except on condition that a very substantial, share of the cost of the additional staff required and of the whole extra expenditure is provided from private sources and extra fees. In districts in which the Departmental school has attained a fair stage of development, the establishment of new Secondary schools on the footing of Aided schools is always to be preferred to the extension of the Government school.

The remarks of the Director as to the variations in the Middle School standard of examination and as to the delay in the publication of the results will be brought to the notice of the Punjab University. There can be no question that delay in announcing the results is a most serious hindrance to practical educational work, while as the Middle School examination is now an accepted test for certain posts in the public service, it is more than ever important to make it a real and constant criterion of ability.

8. *Primary Education.*—The number of scholars in the Primary department increased from 106,580 to 111,830, or by about 5 per cent. The increase would probably have been greater but for the severe fevers which were prevalent during the autumn in the eastern part of the Province. The examination results show a marked improvement in instruction in nearly all parts of the Province; and, under the new rules, which will, it is hoped, secure increased efficiency in teachers, this improvement should be maintained and extended. There is room for a great extension of Primary education in almost all parts of the Province as soon as financial considerations will permit. The present expenditure on schools for boys amounts to Rs. 3,18,400, or 23 per cent. of the whole educational expenditure of the Province. Rather more than one-tenth of this amount is secured from fees.

9. *Special Education.*—The Central Training College passed 42 out of 44 students sent up for the Certificate examination. The expenditure of the year shows a nominal increase of about Rs. 2,000, due to the transfer to the College of the Translating staff from the Government Book Depôt. The number

of students fell from 58 to 52. But the cause of the decrease was chiefly the fact that some of the students obtained Government employment; and this, however inconvenient to a department that looks to this College mainly as a means for the supply of trained teachers, is not a matter of general discouragement. The Lieutenant-Governor concurs in the opinion that the management of Mr. Dick and his teaching staff merits great commendation.

The public spirit and munificence of Rái Mela Rám and his fellow contributors towards this College have been separately acknowledged by Government. The Amritsar Aided Normal School will, it is feared, not be long maintained. With regard to the Government Normal Schools, the roll of students decreased from 174 to 172. The schools are favorably reported on. The rules for admission are under revision; the preparatory classes' course has been remodelled so as to last for two sessions only instead of three; and some changes in the financial system are to be introduced. It is hoped that these measures will further increase the efficiency of these institutions. The Female Normal Schools for the training of Native school mistresses have been favorably noticed. No comparison with their statistics for the previous year is possible.

Institutions for technical training will, in future, be classed under special school education. At the Lahore Medical School the number of pupils has risen from 159 to 188, and the expenditure on maintenance from Rs. 55,980 to Rs 60,430, and on scholarships and stipends from Rs. 15,920 to Rs. 17,700. The average cost per scholar has fallen from Rs. 337 to Rs. 313, or by 7½ per cent. A radical change in the system of the school occurred in the admission of women to all its classes. The school deserves great credit for taking a leading position in connection with the movement for female medical training that is now spreading throughout India.

The success of the Law School in passing its candidates showed a marked advance on last year's results. The quality of the instruction is likely to be improved by the institution of an Honor examination, and by the greater stringency of the standard required under the new Chief Court rules for admission to the local Bar.

The Mayo School of Art appears to be increasing in popularity. The number of students on its rolls three years ago was 33, last year was 62, and this year rose to 85. Against this last increase of 37 per cent in the number of scholars, there has been a decrease in the expenditure of 8½ per cent.—an excellent indication of thrifty management.

10. *Female Education (Natives).*—The Lieutenant-Governor desires to tender his thanks to Miss Wauton and Mrs. Rodgers for their invaluable assistance in inspecting the girls' schools in six of the districts of the Province There has been some decrease in the number of female scholars at Government institutions; but, on the whole, the figures may be regarded as practically stationary. There was a diminution in the number of female Primary schools of 17. This is a matter for regret; but there are already indications that at no distant date the influence of the increasing popularity of male education will have its counterpart in a wide movement towards the education of girls. The foremost indication of this kind is the large number of girls, 13,500, that are found to attend Indigenous schools for boys. The system of rewards in these schools is about to be placed on a more intelligent basis, and good results may be expected. The Lieutenant-Governor concurs in the commendation given both by the Inspectors and the Director of Public Instruction to the girls' schools, both Christian and non-Christian, under the management of Missionaries. The work done by the devoted ladies in charge of them is really beyond praise.

11. *Education of special classes.*—There are 5 Secondary and 3 Primary schools for European boys, and 2 Secondary and 12 Primary schools for European girls. The results of the year, as regards boys' education, are very satisfactory. Difficulty has been felt in maintaining small schools for girls. The new standards introduced with the European Code for the Bengal Presidency, now brought into force in the Punjab, will materially affect the organization of these schools.

The only institution in the Punjab for the education of the sons of Native Chiefs is the Wards' School at Umballa, which has not been very successful. It is proposed to supersede it by an institution of wider scope and purpose at Lahore. This scheme has been cordially received and supported by the Chiefs of the Province, and bids fair to reach a successful issue.

The means of education of the outcast classes is a problem that has not been thoroughly solved in the Punjab. Except at Delhi the efforts towards this end have never had lasting success. It is chiefly from Missionary Societies that help is to be expected in this direction.

12. *Private Schools.*—These under the new classification include—

(1) Indigenous schools ; and

(2) Other schools not public.

Statistics for Indigenous schools were collected once before, two years ago ; but the present is the first year in which statistics for Private schools other than Indigenous have been collected. Of 12,700 Private schools, only 881 are other than Indigenous, and probably a great number even of these are practically Indigenous schools with a curriculum slightly expanded. The number of scholars at Indigenous schools is 125,000. More than half the schools with a roll of 68,000 are "Rote" schools ; 2,600, with 31,000 scholars, are "Elementary;" and 2,000, with 22,000 scholars, are "Advanced," according to recent definition. The large number of girls studying at the boys' schools of this class has already been noticed.

13. *Miscellaneous* —Last year the reorganization of the text-book machinery was noticed ; this year it is practically completed. The Translating staff engaged in the original compilation of the books has been removed from the Government Book Depôt and brought under the control of a single officer. The Press work has been made over in great part to private presses; the Book Depôt has been abolished, and the work of distribution entrusted to a private firm. The results in cheapness and efficiency are already good, and will improve. The duty of supplying schools has been put in the hands of District Boards. The old arrangement was thoroughly unsatisfactory, and this is a great improvement on it.

14. The present Report is an interesting and full one ; and the Lieutenant-Governor desires to offer his acknowledgments to Mr. Ibbetson for his valuable service in the Educational Department of which he has now relinquished charge. Mr. Ibbetson is entitled to look back upon his work and the results thereof with unqualified satisfaction.

ORDER.—Ordered that the above remarks be printed and circulated with the Report as usual.

Also that they be published in the *Punjab Government Gazette.*

Also that they be forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Offg Junior Secretary to Government, Punjab.

APPENDICES.

	Page.
A.—Report on the Government College, Lahore	i
B.— „ „ St. Stephen's College, Delhi	iii
C.—List of prizes offered at the Middle School Examination ...	iv
D.—Statistics for Education in certain Native States	xiv
E.—Report on the Central Training College, Lahore	xvii
F.— „ „ Mayo School of Art, Lahore	xix
G.— „ „ Government Book Depôt and Educational Press ..	xxiv
H.— „ „ Translation Department	xxxi

CONTENTS.

		Page.
CHAPTER I.	INTRODUCTION—GENERAL SUMMARY AND STATISTICS	1
	A.—Introduction and General Summary	1
	B.—State of Education in each District	5
„ II.	CONTROLLING AGENCIES	39
„ III.	UNIVERSITY EDUCATION	43
„ IV.	SCHOOL EDUCATION—GENERAL (NATIVE BOYS)	47
	A.—Secondary Schools	47
	B.—Primary Schools	53
	C.—General Questions	56
„ V.	SCHOOL EDUCATION—SPECIAL	63
	A.—Training Institutions for Masters	63
	B.—Training Institutions for Mistresses	66
	C.—Institutions for Technical Training	67
„ VI.	FEMALE EDUCATION (NATIVES)	73
„ VII.	EDUCATION OF SPECIAL CLASSES	77
	A.—Europeans and Eurasians	77
	B.—Muhammadans	79
	C.—Native Chiefs	84
	D.—Low Castes	84
„ VIII.	PRIVATE SCHOOLS	86
„ IX.	PREPARATION AND DISTRIBUTION OF TEXT-BOOKS	91
APPENDICES.—A to H		i—xxxi
STATISTICAL TABLES.—GENERAL TABLES Nos. 1 to 21		i—xxi
	SUBSIDIARY FORMS Nos. 1 to 3	xxii—xxiv

Para.		Page.
	CHAPTER I.—INTRODUCTION—GENERAL SUMMARY AND STATISTICS.	
Section A.—Introduction and General Summary—		
1	The Report	1
2	New system of classification.	2
4	Educational progress during the year	3
8	State of education at the close of the year	4
Section B.—State of Education in each district—		
9	Education in the several districts of the Province	5
11	Umballa Circle: Delhi	6
12	Gurgaon	8
13	Karnál	9
14	Hissár	11
15	Rohtak	12
16	Umballa	13
17	Ludhiána	15
18	Simla	16
19	Lahore Circle: General remarks	17
20	Jullundur	18
21	Amritsar	19
22	Lahore	20
23	Gujránwála	21
24	Siálkot	22
25	Gurdáspur	23
26	Hoshiárpur	„
27	Ferozepore	24
28	Kángra	25
29	Mooltan Circle: Mooltan	26
30	Jhang	27
31	Montgomery	28
32	Muzaffargarh	29
33	Dera Ismail Khan	29
34	Dera Gházi Khan	30
35	Bannu	31
36	Ráwalpindi Circle: Ráwalpindi	32

Para.		Page.
37	Jhelum...	33
38	Gujrát ...	35
39	Shahpur	36
40	Pesháwar	37
41	Hazárá...	„
42	Kohát...	38

CHAPTER II.—CONTROLLING AGENCIES.

43	Superior controlling staff ...	39
46	Subordinate Inspecting staff ...	40
47	Improvement of position and revision of duties of Inspecting staff ...	„
48	Educational Conference ...	„
49	Inspection by Tahsíldárs ...	41

CHAPTER III.—UNIVERSITY EDUCATION.

50	The Punjab University ...	43
51	University Examinations ...	„
53	Lahore Government College ...	44
56	St. Stephen's College, Delhi ...	45
57	The Oriental College, Lahore ...	„
59	The Medical and Law Schools ...	„

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

Section A.—Secondary Schools.

60	Comparison with last year's figures impossible ...	47
61	Number of Secondary schools ...	„
62	Number of Secondary schools ...	48
63	Scholars in Secondary department ...	„
64	Expenditure on Secondary schools ...	„
65	Results of Secondary examination... ...	„
67	The Middle School examination ...	50
69	General progress of Secondary educatiou ...	51
70	Future prospects of Secondary education ...	52
71	Boarding houses ...	53
72	Private liberality ...	„

Section B.—Primary Schools.

73	Number of Primary Schools ...	53
74	Number of scholars in Primary departments ...	„
75	Expenditure on Primary Schools ...	54
76	Results of Primary examinations ...	„
77	General progress of Primary education ...	„

Section C.—General Questions.

79	Expenditure on general Public school education...	56
80	Extension of English education ...	57
81	Scholarships ...	„
82	Fees ...	58
83	Physical training ...	59
84	Employment of students ...	61
85	Education in Native States ...	62

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

Section A.—Training Institutions for Masters—

86	Central Traiping College, Lahore ...	63
89	Central Middle School ...	64
90	New building for the Central Training College ...	„
91	The Amritsar Aided Normal School (C. V. E. S.) ...	65
92	Government Normal Schools ...	„

Section B.—Training Institutions for Mistresses—

95	Female Normal Schools ...	66
96	Training School for European Mistresses... ...	67

Section C.—Institutions for Technical Training—

97	The Lahore Medical School... ...	67
99	The Law School ...	70
100	The Mayo School of Art ...	„
102	Industrial Schools ...	71

Para.		Page.
	CHAPTER VI.—FEMALE EDUCATION (NATIVES).	
103	Inspection of Native Girls' schools	73
104	Native Girls' schools and scholars	,,
105	General progress of female education	74
	CHAPTER VII.—EDUCATION OF SPECIAL CLASSES.	
	Section A.—European and Eurasians—	
109	European education in the Punjab	77
110	European Boys' schools	,,
111	European Girls' schools	78
	Section B.—Muhammadans—	
112	Muhammadan education in the Punjab	79
115	Muhammadan education in the Umballa circle	81
116	Muhammadan education in the Lahore circle	82
117	Muhammadan education in the Mooltan circle	,,
	Section C.—Native Chiefs—	
118	Education of native wards	84
	Section D.—Low Castes—	
119	Education of the outcast classes	84
	CHAPTER VIII.—PRIVATE SCHOOLS.	
120	Private schools	86
122	Private schools in the Umballa circle	87
123	Private schools in the Lahore circle	,,
124	Private schools in the Mooltan circle	89
125	Private schools in the Ráwalpindi circle	,,
	CHAPTER IX—PREPARATION AND DISTRIBUTION OF TEXT BOOKS.	
126	Reorganisation of the text-book machinery	91
130	The Book Depôt and Educational Press	93

APPENDICES.

A.	Report on the Government College, Lahore	i
B.	,, ,, St. Stephen's College, Delhi	iii
C.	List of prizes offered at the Middle School Examination	iv
D.	Statistics of Education in certain Native States	xiv
E.	Report on the Central Training College, Lahore	xvii
F.	,, ,, Mayo School of Art, Lahore	xix
G.	,, ,, Government Book Depôt and Educational Press ...	xxiv
H.	,, ,, Translation Departmet	xxxi

STATISTICAL TABLES.

General Table No.	I.—Abstract return of colleges, schools and scholars	i
Do. No.	II.—Abstract return of expenditure on public instruction	ii
Do. No.	III.—Return of colleges, schools and scholars... ...	iii—iv
Do. No.	III A. Return of collegess, school and scholars (European)	vi—vii
Do. No.	IV.—Return of expenditure on public instruction ...	viii—xi
Do. No.	IV A. Return of expenditure on public instruction for (Europeans)	xii—xiii
Do. No.	V.—Return of the stages of instruction of pupils in public schools for general education	xiv—xv
Do. No.	V. A. Return of the stages of instruction of pupils in public schools for general education (Europeans)	xvi—xvii
Do. No.	VI.—Return showing the results of prescribed examinations	xviii—xix
Do. No.	VII.—Return showing the distribution of local funds and municipal expenditure on public instruction ...	xx—xxi
Subsidiary Form No.	I.—Abstract return by districts of native boys' schools for general education only	xxii—xxiii
Do. No.	II.—Abstract return by districts of native girls' schools for general education only	xxiv

Chap. I, A.

Introduction and general summary.

COMPARATIVE ABSTRACT, 1883-84 AND 1884-85.

Head.	Number of Institutions.		Number of Scholars.		Expenditure.		Percentages of 1884-85 on 1883-84.	
	1883-84.	1884-85.	1883-84.	1884-85.	1883-84.	1884-85.	Scholars.	Expenditure.
					Rs.	Rs.		
Arts Colleges	2	2	152	225	62,444	65,649	148·0	105·1
Secondary stage (boys) English ...	...	...	4,558	5,142	...	...	112·7	...
Secondary stage (boys) Vernacular ...	...	...	3,144	3,495	...	...	111·3	...
Secondary stage (boys) Total ...	...	...	7,702	8,637	...	...	112·2	...
Primary stage (,,)	...	...	106,901	111,406	...	...	104·1	...
Total General Schools for Boys ...	1,629	1,703	114,603	120,043	8,43,891	8,66,168	104·4	102·6
Schools of special instruction (males) ...	9	10	551	614	1,28,392	1,30,587	111·4	102·0
Total institutions for males	1,640	1,715	115,306	120,882	10,34,727	10,62,404	105·1	103·1
Secondary stage (girls) English ...	...	...	17	23	...	...	135·3	...
Secondary stage (girls) Vernacular ...	...	...	3	3	...	...	100 0	...
Primary stage (,,)	...	...	10,358	10,160	...	...	97·7	...
Total General Schools for Girls ...	336	315	10,378	10,186	1,75,409	1,76,368	97·9	100·7
Schools of special instruction (females) ...	7	5	210	163	16,146	16,260	*77·6	101·0
Total Institutions for Females ...	343	320	10,588	10,349	1,91,555	1,92,628	97·6	100·8
Grand Total of Institutions	1,983	2,035	125,894	131,232	12,26,282	12,55,032	104·2	102·0
Scholarships	...	...	...	...	1,01,086	1,01,631	...	100·6
Other charges	...	...	...	...	3,45,665	4,33,704	...	125·3
Grand Total... ...	...	...	...	...	16,73,033	17,90,367	...	107·2

Details.	Percentages of 1884-85 on 1883-84.
Expenditure from Provincial revenues	112·5
,, ,, Municipal funds	86·7
,, ,, Local ,, ...	109·1
Income from fees...	113·4
Number of Mussalmán scholars	104·0
,, Hindú ,, ...	104·6
,, Sikh	105·8
,, learning English	109·5
,, in Aided institutions	110·5
,, in Government institutions	103·1

* Decrease due to inaccuracy of last year's return.

Note.—In order to secure comparison between the statistics of 1883-84 and 1884-85, the statistics of the Oriental College, Oriental College-school, the Lawrence Asylum, Sanáwar, the Law school, the Veterinary school, and all unaided schools have been omitted from the figures for 1884-85, and the statistics of the Agri-Horticultural Society's School, Lahore, from the figures for 1883-84. A few transfers, such for instance as the amount of stipends of Training schools, which has been transferred from the head "Scholarships" to that of "Schools for special instruction," have been made in the figures for 1883-84, so as to adapt them to those of 1884-85.

CHAPTER I.

INTRODUCTION—GENERAL SUMMARY AND STATISTICS.

	Para.
SECTION A.—INTRODUCTION AND GENERAL SUMMARY.	
The Report	1
New system of classification	2
Educational progress during the year ..	4
State of education at the close of the year	8
SECTION B.—STATE OF EDUCATION IN EACH DISTRICT.	
Education in the several districts of the Province	9
Umballa Circle—Delhi	11
Gurgaon	12
Karnál	13
Hissar	14
Rohtak	15
Umballa	16
Ludhiána	17
Simla	18
Lahore Circle—General remarks ...	19
Jullundur	20
Amritsar	21
Lahore	22
Gujránwála	23
Siálkot	24
Gurdáspur	25
Hoshiárpur	26
Ferozepore	27
Kángra	28
Mooltan Circle—Mooltan	29
Jhang	30
Montgomery	31
Muzaffargarh	32
Dera Ismail Khan	33
Dera Gházi Khan	34
Bannu	35
Ráwalpindi Circle—Ráwalpindi ...	36
Jhelum	37
Gujrát	38
Shahpur	39
Peshawar	40
Hazára	41
Kohát	42

SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

The Report.

1. The manuscript of this report was due in the press on the 12th August; but the last portion of the copy was not despatched from my office till the 17th of September. This delay of a month was due to the introduction of the new classification prescribed by the Government of India. The returns had to be called for at the close of the year; many of them are furnished by Managers of Aided and Private schools unacquainted with office routine; all of them were new; and most of them had to be sent back, often several times, for correction or explanation. In the course of compilation numberless questions of classification arose, many of which required reference before they could be settled. But the ground has been cleared, and it is hoped that similar difficulties will not recur. The delay thus necessarily occurring in the completion of the statistics delayed the preparation of their reports by the Inspectors, who depend for their figures upon my office; and till these reports were received, I could not begin my own. Last year's report was a full one. This year, on account of the delay already explained, because it is unnecessary to notice at any length subjects fully discussed a year ago, because, as will presently be shown, comparisons between this year's figures and those of last year are in many respects impossible, and because the inclusion of the triennial accounts of districts will necessarily swell the size of the volume, my share of the report will be as short as I can make it.

Chap. I, A, 2.

Introduction and general summary.

New system of classification

2. It will be convenient to briefly notice the special points of the new system prescribed by the Government of India. Educational institutions are divided into two classes, *public* and *private;* the former being defined as "Schools or colleges (1) in which the course of study conforms to the standards prescribed by the Department of Public Instruction or by the University, and (2) which either are inspected by the Department or present pupils at the public examinations held by the Department or by the University." Technical schools, such as the Mayo School of Art and Industrial schools, maintained from public revenues, though not falling under the definition, have been classed as Public schools. The Government of India's definition is evidently intended to apply to the Degree Course of the University only. The higher Indigenous schools prepare students for the University examinations for Oriental titles, and follow to some extent the course of study laid down for these examinations. But they cannot properly be classed as Public schools. Public schools and colleges are further divided into those *under public management* and those *under private management;* the former including all which are "under the direct management of Government or of Officers or Committees acting on behalf of Government, or of Boards exercising statutary powers." Institutions like the Lawrence Asylum at Murree and the Anglo-Arabic school at Delhi, which are managed by Committees appointed by Government, are classed as under public management. The next division is into (1) *University Education*, (2) *School Education, General*, and (3) *School Education, Special*. "Under the head of University Education are comprised colleges affiliated to an Indian University, which are either Arts colleges, or colleges or departments for professional training. *Arts colleges* are divided into—

(*a*) *English colleges* whose students have passed the Matriculation examination, and are reading a course prescribed by the University for degrees in Arts.

(*b*) *Oriental colleges* whose students have passed an examination declared by the Local Government to be equal in difficulty to the Matriculation examination, and are reading a course of Oriental subjects prescribed by the University.

Professional colleges include colleges or departments of colleges whose students have passed the Matriculation examination, and are reading for degrees in Law, Medicine, or Engineering. Under the head of *School Education, Special*, are included schools or classes which are not affiliated to an Indian University, and in which the pupils are going through a course of special instruction." As all the students of the Law and Medical schools have not necessarily matriculated, and as the Punjab University gives no degrees in Law and Medicine, these two institutions fall under "School Education, Special," although affiliated to the University. On the other hand, only such portion of the Oriental College as consists of matriculated students properly falls under the head of University Education. It will be seen that the definitions do not exactly suit the circumstances of the Punjab. *Private* schools are divided into (1) Indigenous schools, and (2) such other schools as do not fall under the definition of Public schools. *Indigenous* schools are divided into *advanced*, in which an Oriental classic is taught, *Elementary* schools in which a Vernacular is mainly studied, and *Rote* schools in which the instruction chiefly consists of learning the words of a sacred text by rote. Finally, every Secondary school is treated for all purposes as a single institution.

3. Hitherto the Primary, Middle and High departments of a High school have been treated as separate schools, the branches being included with the Primary department. Now the three departments are classed as a single school, but the branches as separate schools. It is obvious that this change renders all comparison between this year and last, as regards the number of institutions and the distribution of expenditure over Primary and Secondary education, impossible; and a new departure must be taken from the present year. Unfortunately, all the Inspectors have not adhered to the new classification in quoting figures in their reports. This is wrong. Whether the system is or is not "misleading" is a matter of opinion; but it has been prescribed, and must be followed, or the figures cease to be comparable, or to have any ascertained significance.

Educational progress during the year.

4. The year has been chiefly characterized by a very severe epidemic of fever which prevailed throughout the eastern districts of the Province, and necessitated the closing of most of the schools in the tracts affected for from a month to six weeks during the autumn. The result was not only to interfere seriously with school work, but also to largely reduce the number of new entries in the lowest classes of our schools. The figures are discussed in more detail in Section B. of Chapter IV. Eliminating differences of classification, our returns include 3 more High, 10 more Middle, and 86 more Primary Public schools than those of last year, while the number of male scholars is greater than then by 7,087, or 5·6 per cent., the increase in the High Department having been 16, in the Middle 15, in the Upper Primary 9, in the Lower Primary 4, in the Primary 5, and among those learning English 9 per cent. The expenditure on general Public schools has increased by 4 per cent., that portion of it which is borne by Provincial revenues has decreased by 2 per cent., while the fee income of these schools has risen by 16 per cent., or three times the increase in the number of scholars. A portion of this increase, however, is owing to the inclusion, for the first time this year, of certain institutions, such as the colleges and schools maintained by the Punjab University and the Lawrence Asylum at Sanáwar.

5. In order to arrive at a just comparison, these have been carefully excluded from the figures shown in the table printed opposite page 1, which exhibits the advance made in institutions included in last year's returns, or by the foundation of new institutions of the same class. The results, though, for the reason stated at the head of paragraph 4, they do not show so large a general increase as last year, are exceedingly satisfactory, while the advance in colleges and technical schools is unprecedented. The number of girls at school shows a slight decrease, due to causes discussed in Chapter VI. Excepting Girls' schools, the increase in direct expenditure is nowhere so great as the increase in the number of scholars, and in some cases is smaller out of all proportion. The total expenditure is swollen by an increase of Rs. 88,039 in the indirect expenditure. This is more than accounted for by an increased expenditure on buildings of Rs. 71,878, and on the Book Depôt of Rs. 18,121. The latter item is due to a sum of Rs. 25,341, expenditure of previous years, having been adjusted during the year under report. Of the excess expenditure on buildings, Rs. 53,400 fell to Provincial revenues, and is due to an unusually large sum being devoted to building grants during 1884-85, including Rs. 10,000 to the Lahore District School, Rs. 10,500 to the Murree Diocesan School, Rs. 7,235 to the Sanáwar Asylum, Rs. 4,000 to the Alexandra School at Amritsar,

Chap. I. A, 5. Introduction and general summary.

Rs. 4,628 to the Christ Church School at Simla, and Rs. 18,000 to the District school at the same place.

6. Excluding indirect expenditure, the increase in total expenditure has been, for institutions of the class included in the returns of 1883-84, only 2·2 per cent., and in expenditure from Provincial revenues, 2·1 per cent., while the number of scholars has increased by 4·2, and the fee income by 13·4 per cent. The proportion of scholars under Secondary to those under Primary instruction has risen from 1 in 13·9 to 1 in 12·8, while the percentage of scholars in the Primary stage who are reading in the Upper Primary department has risen from 16·0 to 16·6. The percentage of passes to candidates has risen for the Entrance examination from 47 to 49, for the Middle school examination from 59 to 77, by the Upper Primary standard from 69 to 75, and by the Lower Primary standard from 72½ to 77½. Finally, the proportionate increase of the number of scholars in Aided has been 3½ times as great as that in Government schools, an exceedingly satisfactory result. General tables I. and II. appended to this report exhibit the general results of the year's work in a compact form; but owing to differences of classification it is impossible to compare them with those of the last year, save in the partial manner which has been attempted in the table opposite page 1.

7. The progress made is general, and extends to almost every district; and I believe that the following remarks by Lála Ságar Chand are true in a greater or less degree of every portion of the Province:—

"It is to be observed that the numerical progress this year has not been as great as it was the last, when a rise of 9 per cent. was reported. However, what augmentation has taken place is not confined to large towns, where a comparatively great proportion of the population belong to the middle class, who see the advantages of education. There has been an increase of some 1,600 pupils also in the village Primary schools for boys. This is a sign that education is spreading among the masses, surely, though slowly. In the reports on the several districts in this circle left me by Mr. Sime and Dr. Stulpnagel, there is frequent mention of the people daily assuming a more favourable attitude towards our schools. In his report on the Lahore district, Mr. Sime says:—'Slowly, though surely, the cause of education is advancing in its most important aspect, the willing acceptance of the people.' In other reports there is mention made of the assembled spectators, on the conclusion of an examination, contributing money to enable the Inspector to give prizes to the successful students.* All this shows that the people are beginning to take a lively interest in education; and inspires the belief that the time is not distant when there will be no need, at least in the more advanced districts, of any efforts on the part of Government officials to remind the people of their duty to their children. The income from fees has risen from Rs. 64,211 to Rs. 70,998. This furnishes another proof of the growing appreciation of education on the part of the people."

State of education at the close of the year.

8. The proportions of our population and of its various component parts which should be and are in attendance at schools of various classes were detailed with some fullness in paragraphs 3 to 5 of last year's report, and a single year alters the figures but slightly. The table printed below is interesting, as it brings out some of the salient points of the educational condition of each of the four Inspectors' circles into which the Province is divided. The Lahore and Ráwalpindi circles are the most advanced on the whole; but the Umballa circle stands first, and the Ráwalpindi circle last, in respect of the higher education. The Hindús and Sikhs of the Ráwalpindi and Mooltan circles are naturally far more advanced than their fellow-creedsmen of the eastern districts, as they include a far larger proportion of the mercantile and

* In the Jullundur district more than Rs. 500 were subscribed.

professional classes. The other conclusions to be drawn from the figures are too obvious to call for exposition:—

STATISTICAL ABSTRACT (1884-85).

Details.	Umballa Circle.	Lahore Circle.	Ráwalpindi Circle.	Mooltan Circle.	Province.
Percentage of male population at public Boys' schools ...	1·07	1·3	1·2	1·02	1·2
Percentage of male population of school-going age at public Boys' schools	4·19	4·9	4·9	3·9	4·2
Percentage of boys of Primary school-going age at public Primary Boys' schools	7·1	8·4	8·5	6·7	7·8
Percentage of total scholars who are—					
Hindús	66·0	52·3	35·9	52·5	52·1
Sikhs	6·1	11·9	9·6	2·8	8·9
Muhammadans	24·3	34·6	53·8	44·5	37·5
Europeans	1·5	0·3	0·6	0·01	0·6
Number of boys of school-going age to each boy at a Public school among—					
Hindús	24·9	19·5	5·7	7·5	16·0
Sikhs	18·4	19·9	3·2	8·8	15·4
Muhammadans	25·1	27·8	33·4	48·0	32·2
Or, adding Private schools—					
Hindús	20·1	12·1	3·6	5·2	11·9
Sikhs	12·2	12·7	1·7	5·6	9·5
Muhammadans	13·9	13·0	6·5	12·7	9·9
Percentage of total scholars at Public schools reading in—					
Lower Primary department	78·4	76·1	78·1	77·1	77·2
Upper „ „	13·6	16·0	16·0	16·0	15·4
Middle „	7·2	6·6	5·5	6·4	6·5
High „	0·8	1·2	0·4	0·5	0·9
Number of girls of a school-going age to each girl at school	317	149	203	790	216
Percentage of total expenditure met from—					
Provincial revenues	25·5	30·5	29·8	18·5	27·5
District and Municipal funds	33·1	38·1	35·8	61·3	38·4
Fees	18·1	16·4	15·5	11·7	16·3
Other sources	23·3	15·0	18·9	8·5	17·8

SECTION B.—STATE OF EDUCATION IN EACH DISTRICT.

Education in the several districts of the Province.

9. As proposed by me in my last report, I drew up a specimen district account for the guidance of Inspectors; and the following pages give a brief notice of the state of education in each district of the Province, framed upon the model so furnished. Those of the Mooltan circle are far from satisfactory; but the others will, I think, be found to furnish a valuable account of the educational condition of the several districts. They are all arranged on the same lines, and are therefore convenient for comparison and reference. In the review of last year's report it was proposed that these accounts should be written triennially. I should be inclined rather to make them quinquennial. The comparative portion of future accounts will, of course, contrast matters as they stand in the year under report, and as they stood in the year for which similar accounts were last written.

10. I give below a statement showing the state of Primary and Secondary education in each district, as tested by a comparison between (1) the number of boys in Primary schools and departments and the total male population, and (2) the number of boys under Primary and Secondary instruction respectively. A comparison with the similar table given at page 7 of last year's report shows that, so far as Primary education is concerned, while the total number of males in the Punjab for each boy at a Primary school has fallen from 95 to 91, the order of merit among districts has not changed very materially. Jhelum has risen from No. 6 to No. 2, Amritsar from No. 11 to No. 7, and Bannu from No. 21 to No. 16, while Ludhiána has fallen from No. 9 to No. 14. It is curious to note the differences in the order of merit as tested by Primary and by Secondary education respectively. The latter is, of course, much affected by the reputation and status of the

Chap. I, B, 10.

State of education in each district.

District school, which, in such cases as Amritsar, Lahore, Delhi, Gujrát and Gurdáspur, attracts students from surrounding districts. Combining the two and excluding the large cities, Gujránwála, Jullundur, Gujrát, Jhelum and Dera Gházi Khan head the list:—

1	2	3	4	5	6	7	8	9
Serial Number.	District.	Male population.	Number of Native boys in Primary stage.	Number of males to each boy at a Primary department.	Number of Native boys in a Secondary department.	Number of boys in a Primary department for each boy in a Secondary department.	Order of merit according to column 7.	Combined order of merit, columns 1 and 8.
1	Simla	27,593	587	47	20	29	15	10
2	Jhelum	313,448	5,954	62	245	21	12	5
3	Gujránwála	333,605	5,306	63	395	13	6	2
4	Ráwalpindi	449,287	6,830	66	359	19	11	8
5	Jullundur	431,435	6,487	67	617	11	4	2
6	Delhi	344,016	4,812	72	570	8	2	1
7	Amritsar	490,694	6,659	74	487	14	7	5
	Gujrát	362,162	4,895	74	434	11	4	4
9	Gurdáspur	445,798	5,923	75	386	15	8	12
10	Dera Gházi Khan	200,667	2,511	80	224	11	4	5
11	Mooltan	304,517	3,675	83	267	14	7	13
12	Shahpur	221,676	2,654	84	166	16	9	15
13	Gurgaon	338,917	3,871	88	251	15	8	15
14	Ludhiána	339,598	3,821	89	517	7	1	8
15	Lahore	510,353	5,687	90	791	7	1	10
16	Bannu	177,503	1,886	94	64	29	15	21
17	Umballa	588,272	6,059	97	440	14	7	18
	Hoshiárpur	481,526	4,965	97	584	9	3	14
19	Siálkot	539,661	5,493	98	438	13	6	19
20	Ferozepore	425,067	4,047	105	224	18	10	20
21	Jhang	214,382	1,906	112	247	8	2	17
22	Rohtak	296,224	2,587	115	145	18	10	23
23	Dora Ismail Khan	238,468	2,022	118	137	15	8	21
24	Kángra	380,867	2,911	131	104	28	14	29
25	Hazára	218,616	1,601	137	49	33	16	30
26	Muzaffargarh	184,510	1,295	142	69	19	11	26
27	Peshawar	329,524	2,238	147	174	13	6	24
28	Karnál	336,171	2,133	158	137	16	9	26
29	Montgomery	232,947	1,380	169	90	15	8	26
30	Hissár	343,210	2,011	171	80	25	13	31
31	Kohát	101,369	524	193	45	12	5	25
	Total	10,210,053	111,830	91	8,756	13	...	...

Umballa Circle: Delhi.

11. "The male population of the district numbers 344,016 souls. There are 4,812 native boys reading in the Primary, and 570 in the Secondary, department of Public schools. Thus 1 boy to every 62·89 males is at school, and 1 boy is reading in the Secondary to every 8·44 boys reading in the Primary stage. Both proportions are higher than in most districts in the circle, and the district, as a whole, ranks high from an educational point of view. The desire for education, however, is chiefly confined to towns. Of the Village schools, about one-half are not well attended, and the experiment of opening new schools in some large villages has not hitherto proved very successful.

"The St. Stephen's College, under the management of the Cambridge Mission, is making satisfactory progress. The number of students has considerably increased during the year, and a still larger increase is expected this year. The numbers on the rolls at the close of the year were 39.

"There are 10 Secondary schools in the district. The District and the S. P. G. Mission schools, both at head-quarters, are Anglo-Vernacular High schools. The Vernacular classes attached to the former have been closed, and a special English class has been formed, in which students from Vernacular chools in the Delhi Division who have passed the Middle School examination are prepared for the Matriculation examination of the Punjab University on the English side. The class was opened as an experimental measure, and gives promise of being permanent. The present class is

attended by 22 pupils, and the number, it is hoped, will increase this year. Besides the two High schools, there are in the city of Delhi the Anglo-Arabic and the Anglo-Sanskrit schools, both of the middle grade. The former is supported entirely from the income of the 'Itmád-ud-dowla Endowment Fund, and is managed by a Committee of which the Commissioner of the Delhi Division is the President. The Anglo-Sanskrit school is an aided institution, maintained by some influential Hindú gentlemen who subscribe towards its support. It is proposed that the Sanskrit element which hitherto has been nominal should find a more prominent place in the curriculum of the institution. At Sonepat, the largest town in the district, there has existed for several years an Anglo-Vernacular school which has till lately suffered from an inefficient staff. The Government Vernacular Middle schools are five in number—at Ballabgarh, Faridábád, Mahrauli, Najafgarh and Pálam. The Middle department at Arab Sarái has recently been closed for want of proper attendance, and partly to provide funds for opening new Primary schools. All the Secondary schools in the district are in a flourishing condition, and the success of the Vernacular schools at the Middle School examination for the last three years has been remarkable. The total numbers reading in the several departments for the last year and this, respectively, are—Anglo-Vernacular High, 98 and 104; Anglo-Vernacular Middle, 247 and 321; Vernacular Middle, 135 and 145.

"There are 49 Government Primary schools in the district, of which 5 are Branch schools attached to the District school. The Aided schools, of which 6, with 269 scholars, are classed as Anglo-Vernacular, are 30. Including the Primary departments of Secondary schools, the total numbers in the Primary stage have risen during the year from 4,758 to 4,812, and the number reading English from 471 to 503. Three schools were closed during the year for want of attendance, and the same number of new schools was opened. Recently four more schools have been opened in the Sonepat tahsíl, but they do not seem to be promising. The desire for education among the *bonâ fide* agricultural people in the district is very limited. The general quality of instruction in these schools, considering that the fever epidemic disorganised some of them, is satisfactory. The teaching staff is fairly efficient. Of the teachers employed in Primary schools, about 45 per cent. hold certificates, and of the rest nearly one-half have passed the Middle School examination, and their number is yearly increasing. Nágrí or Hindí is not in much request in villages. There are few schools to which Hindí departments are attached.

"The buildings for Secondary schools are generally satisfactory, and Boarding houses are attached to all the Government Middle and High schools; but the arrangements in schools maintained by Municipalities or District Boards are not altogether satisfactory. Of the Village schools nearly one-half are housed in chaupáls (village rest-houses) or hired buildings. The buildings for the rest are in a fairly satisfactory condition.

"The expenditure on Primary education from District funds is not large in comparison with that of other districts of the circle. The total expenditure on educational establishment from that source amounts to about Rs. 11,800 a year. Of this amount the Primary schools, both male and female, receive about Rs. 7,300, and the rest is expended on Secondary schools. The average cost of the establishment of a village Primary school amounts to about Rs. 13-4 per mensem. The Municipalities contribute Rs. 5,654 a year to schools of all grades. A number of scholarships for the sons of agriculturists who pass the Upper Primary examination, and wish to prosecute their studies further in Secondary schools, are maintained from District funds. The total amount contributed for this purpose is Rs. 144 per mensem. I am not aware of any grant for scholarships from Municipal funds.

"The District school scale of fees is in force in the District school and the Anglo-Arabic and Anglo-Sanskrit schools. In the Mission school fees varying with the circumstances of the parents are taken. In the Anglo-Arabic school, Shía boys, the co-religionists of the donor of the funds from which the school is maintained, are exempted from payment. In Vernacular schools and the Sonepat Anglo-Vernacular school the Ludhiána scale of fees is in force; the agriculturists and boys too poor to pay them being exempted. The total fee income in the District school, the Mission school, and the schools under the Municipalities and District Boards has risen during the year from Rs. 7,524 to Rs. 8,185.

"The Normal school at Delhi is in no sense special to the district, but the practising school attached to it is. There is an aided Female Normal school for Native Christians with 17 pupils, and a grant of Rs. 40 per

Chap. I, B, 11.

State of education in each district.

Umballa Circle: Delhi.

mensem. There is also an Industrial school with 15 pupils. It is noticed separately elsewhere.

"Female education is not encouraging. Of the 4 Government schools in the district, 3 are in their infancy, and do not promise well. The fourth at Mahrauli has been in existence for some years, but has made very little progress. In the city of Delhi the S. P. G. and Baptist Missions have 9 schools, including their zanána classes. The numbers attending these schools are shown in the returns at 668. With one or two exceptions they are all in an elementary stage, and the results of public examinations are not very encouraging.

"The European schools will be reported upon by the Inspector of the Lahore Circle, to whom they have been transferred under the orders of Government (See Chap. VII. A.).

"Of the boys reading in Public schools, more than four-fifths are Hindús, and less than one-fifth Mussalmáns. In the Girls' schools to every two Hindús there is one Mussalmán. The largest number of Mussalmán boys is in the Anglo-Arabic school, which institution has been especially provided for them.

"The Baptist and S. P. G. Missions maintain a number of schools for low caste children. The former, 25 in number, of which 5 are outside the district, are aided institutions. The numbers on the rolls are 728, who, with five exceptions, are all in the Lower Primary stage. Some of the schools are expensive, and the results generally are not satisfactory. The Baptist Mission also maintains five low caste Girls' schools, which receive no grant-in-aid. They are in an elementary stage. A few of the girls may probably be able to pass the Lower Primary examination next year.

"The latest returns show 85 Indigenous schools with 1,311 scholars. All the schools are returned as being in the Primary stage. The number of Qurán schools is 36, with an attendance of 260. Of the boys attending Indigenous schools, 901 are Hindús, 315 Mussalmáns, and 1 Sikh.

Gurgaon.

12. "The male population of the district numbers 338,917 souls. There are 3,871 native boys reading in the Primary and 251 in the Secondary department of Public schools. Thus 1 boy to every 82 males is at school, and 1 boy is reading in the Secondary to every 15½ boys reading in the Primary stage. Both proportions are lower than in the neighbouring district of Delhi, where the town population is much larger and the desire for education greater than in rural towns and villages. It is satisfactory to remark that the Meos, once a notoriously robber tribe, have begun to appreciate the advantages of education, and many of their boys have passed not only the Middle School examination, but also those for certificates for the Secondary and the Primary school teacherships. At Sháhjahánpur, in the Rewári tahsíl, where there is a colony of Mínás, 12 boys of that tribe attend the local school, and 4 were successful during the year in passing the Lower Primary examination. The number formerly was greater. Many appear to have left for want of stipends, which were recommended for the tribe by Mr. Christie, the District Superintendent of Police. The desire for education among the agricultural population here, as in some other districts in the circle, is limited.

"There are seven Secondary schools in the district. The District school, the only Anglo-Vernacular institution in the district, is at Rewári. The District school, comprising all the departments of a school, is in a very flourishing condition, though the numbers in its high department are low. The peculiar feature of the school is its six branches, all preparing candidates for the Lower Primary examination. The Government Vernacular Middle schools are six in number—at Gurgaon, Sonah, Nuh, Palwal, Hasanpur and Firozpur. Their general condition is satisfactory. The total numbers reading in the several departments for the last year and this, respectively, are—Anglo-Vernacular High, 19 and 16; Anglo-Vernacular Middle, 66 and 74; Vernacular Middle, 148 and 161.

"The number of Government Primary schools in the district is 63, of which 9 are Anglo-Vernacular. Including the Primary department of the district and the Vernacular Middle schools, the total numbers in the Primary stage have fallen during the year from 3,932 to 3,871, but the number reading English has risen from 88 to 110. The decrease in the numbers reading the Vernacular is due to sickness. Three schools, 2 in the Gurgaon tahsíl and 1 in Palwal, have been closed during the year for paucity of attendance, and 1 school in the Firozpur tahsíl has been opened. Of the total number of schools, about one-fifth are in a flourishing condition, and about the same number poor. Of the rest, some are making fair and some moderate progress. The majority of the headmasters hold

Chap. I, B, 12.

State of education in each district.

certificates, and among the assistants the number of men who have passed the Middle School examination is yearly increasing. There are in the district about 25 men who are untrained, but they are all old teachers, and will gradually be replaced by certificated men. In most of the schools instruction is given in both Urdú and Nágrí. The number of purely Urdú schools, located chiefly in villages where the inhabitants are Mussalmáns or Meos, is 18, and that of purely Nágrí schools, 6.

Gurgaon.

"The District school building, which contains the Secondary school and the Upper Division of the Primary school, is not roomy enough, and hardly capable of being extended. The Primary school classes will have to be removed to the town shortly. The Boarding house attached to it provides accommodation for about 25 students, but the number of boarders is increasing, and additions to the building, therefore, are urgently needed. The Vernacular Middle schools at Gurgaon, Sonah, Nuh and Firozpur are well provided with school houses, but those at Palwal and Hasanpur are badly housed. Arrangements, however, have been made to erect new buildings for these schools. Boarding houses are attached to all the Middle schools, and provision has been made for a cook for each of them during the year. The Boarding house at Gurgaon, which is the largest in the district, is without a Superintendent. The Primary school buildings are generally satisfactory. About 10 schools are held in village rest-houses or dharmsálás, and new buildings for some of them will have to be erected.

"The expenditure on Primary educational establishment from District funds amounts to a little over Rs. 10,000, which, compared with that in other districts, is not large. The average monthly cost of a Primary school to District funds is about Rs. 14-6-0. The Municipalities contribute about Rs. 3,000 to Secondary education. A number of scholarships tenable in Middle schools are maintained from District funds for the sons of agriculturists who pass the Upper Primary examination, and are of a suitable age to be able to prosecute their studies in a Secondary school. The scholarships are generally recommended by the Inspector after his annual inspection of the schools of the district.

"The Ludhiána scale of fees, *viz.*, that rising with one anna in the first and second classes to four annas in the fifth class of the Primary department, and to six annas in the highest class of the Middle department, is in force in Vernacular schools. The total fee income has risen during the year from Rs. 3,021 to Rs. 3,305, the District school accounting for Rs. 127 of the increase.

"Female education is extremely backward, there being only one Girls' school in the district, *viz.*, that at Hasanpur, which is attended by 21 girls. The zanána class maintained by the S. P. G. Mission at Rewári comprises 38 pupils.

"The total number of Mussalmán boys in Public schools in the district is 1,100, while that of the Hindús is about 3,000. Considering that out of a total population of 198,610 Mussalmáns, more than a lakh are Meos, the proportion of the Mussalmáns under education is not unfavourable.

"There are no low caste schools in the district.

"The number of Indigenous schools in the district, according to the latest returns, is 42, including a mixed school for Europeans at Rewári, which should not have been so returned. The numbers attending these schools are 505. There are 11 schools in which the boys read Arabic or Persian. The number of Sanskrit schools is 2, and that of schools for Vernacular languages, 18. Qurán is taught in 9 schools, with an attendance of 65. The majority of schools are the Bázár schools for the Banyás.

Karnál

13. "The district has always been a backward one in village education. This is due, I believe, to the character of the village population, and partly to the unhealthiness of the country traversed by the Western Jumna Canal. It was explained in the report for the last year that nearly one-half of the boys who attend Village schools are Banyás or Brahmins. The Jats, the principal cultivating tribe in the district, have very few boys in schools The Assistant Inspector, Lála Ságar Chand, who made the usual tour of inspection this year, is inclined to believe that the institution of Upper and Lower Primary examinations in the Mahájní character will improve the numbers, if not in Public schools, at least in the Indigenous schools kept up by the Pádhás. But the Mahájní character is utterly destitute of literature, and the absence in it of vowel marks makes it incapable as a means of imparting sound elementary instruction to the masses in the subjects which it

Chap. I, B, 13.

State of education in each district.

Karnál.

is desirable should be taught in Primary schools, and which have been recommended as standards for the Upper and Lower examinations by the Education Commission.* The experiment might be tried, but I am inclined to think that agriculturists who do not send their children to Urdu and Nágrí schools will not send them to the Pádhás' schools, the instruction imparted there being of a commercial character. Out of a total male population of 336,171 souls, 2,270 native boys are reading in Public schools. Of these 2,133 are in the Primary, and 137 in the Secondary, department. Thus 1 boy to every 148 males is at school, and 1 boy is reading in the Secondary to every 15½ boys reading in the Primary stage. The former proportion is lower than in all the districts in the circle, excepting Hissar. The latter is equal to that in Gurgaon, and higher than that in Hissár and Rohtak. The decrease in numbers noticed hereafter is due to sickness which prevailed in the district after the rainy season.

"There are five Secondary schools in the district. The District school at the head-quarters and the schools at Pánipat and Kaithal are Anglo-Vernacular schools of the Middle grade. The Government Vernacular Middle schools are two in number, at Pundri and Kunjpura. The numbers reading in the Anglo-Vernacular schools have slightly increased, being 100 at the close of the last and 106 at the close of this year. Those reading in the Vernacular Middle schools show a slight diminution, being 32 and 31 for the last year and this respectively. Of the Anglo-Vernacular schools, that at Pánipat contains the largest number of boys in the Middle department. The District school follows it closely, and the Kaithal comes the last. The attendance in Vernacular schools is low, that at Kunjpura being only 14. The Deputy Commissioner, Major Roberts, anticipates that the school last named will have to be reduced to the Primary grade, the question of abolishing the Municipality there, which will no doubt affect the school, being before Government.

"There are 41 Primary schools in the district, of which 3 are attached as branches to the District school. Including the Primary departments of Secondary schools, the total numbers in the Primary stage have fallen during the year from 2,208 to 2,133, and the number reading English from 170 to 150. The decrease has taken place chiefly in the Primary department of the District school, and is attributed to sickness. Four schools have been closed during the year, while seven have been opened, all on the grant-in-aid principle, half the expenditure being contributed from the Provincial and half from the District funds. The general condition of the Primary schools can hardly be considered satisfactory, nearly 60 per cent. of the numbers on the rolls being in the lowest class. Of the 65 teachers employed in Primary schools, including the Primary departments of Secondary schools, 13 only are certificated men, and 4 hold certificates of having passed the Middle School examination. The rest are untrained men. In five schools in the district and in one of the branch schools in the town of Karnál, Hindí (Mahájní or Nágrí) is taught to about 200 boys, otherwise Persian is the character of the schools of the district.

"The village school houses are generally in good order. The Middle school buildings, including the District school, are unsuitable or insufficient. Boarding houses are attached, I believe, to all the Middle schools, but the arrangements are not satisfactory.

"The total expenditure on Educational establishment and repairs from District funds amounted during the year to Rs. 12,966, and that from Municipal funds to Rs. 3,800. A number of scholarships from District funds are maintained for the benefit of the sons of agriculturists They are tenable in Middle schools. A grant of Rs. 55 per mensem is made to the District school for the same purpose.

"The District school scale of fees is in force in the District school only. In Middle schools, both Anglo-Vernacular and Vernacular, under the Municipalities and District Board, and in some of the Primary schools, the Ludhiána scale has been introduced during the year. The income in those schools has increased from Rs. 890 to Rs. 1,038 in consequence. In the District school it has decreased by about Rs. 36 in consequence of a diminution in numbers.

"There are no Female schools in the district. Zanána classes, comprising 48 pupils, are maintained under Mission ladies at Karnál.

"In towns the Muhammadans evince a desire for education. At Pánipat, where the Muhammadan population is large, there is a good number of boys in school, but most of them enter at an age at which the

* They can be taught to read, write, and cypher in this character.—D. I.

Hindú boys are preparing for the Upper Primary, if not for the Middle School examination. This, I believe, is due to the time spent in receiving instruction in the Qurán. In villages the Muhammadans are as apathetic as the Hindús. The Deputy Commissioner, however, remarks that the Rájpúts, who in this district are generally Mussalmáns, have begun to show some attention to education.

Karnál.

"The number of Indigenous schools in the district is returned at 74, with an attendance of 917 scholars, of whom 600 are Mussalmáns, 297 are Hindus, and 20 belong to other castes. The return does not give the statistics as to the languages taught in those schools and the nature of the instruction given. Considering that most of the pupils are Mussalmáns, it is presumed that the majority of the schools are Qurán schools, of which there is a large number in the town of Pánipat. The best of the Indigenous schools is the Madrasa-i-Islámiyá at Pánipat, which contains a secular department, which Hindús also attend. Arithmetic, however, is not one of the subjects taught in this or in any of the other Mussalmán schools.

Hissár.

14. "The district, with a male population of 357,718, has 2,091 native boys under instruction in public schools. Of this number 80 are reading in the Secondary and 2,011 in the Primary department. Thus 1 boy to every 171 males is at school, and 1 boy is reading in the Secondary to every 25 boys in the Primary stage; 63 and 114 of those in Secondary and Primary sections, respectively, learn English. The proportion of boys at school is very low, and the district is backward in point of education. It has suffered more than once from the terrible effects of famines, and the people consequently are not generally free from the necessity of manual labour. They have no literary traditions, and think that their children are better employed otherwise than at school.

"There are four Secondary schools in the district, all of the Middle grade. Of these the District schools at Sirsa and Bhiwáni and the school at the head-quarters are Anglo-Vernacular, and the remaining one school, the only one of its kind in the district, is Vernacular. The District school at Sirsa is comparatively a small one, but has a strong staff, and is in fair order. Sirsa having ceased to be the head-quarters of a district, the school, I am afraid, may decline in numbers, and it is a question whether it should not be transferred to Hissár.* The Bhiwáni school is in good order, and has much improved in numbers and fees, but the attendance in the Middle school classes is still low, being only 25. Bhiwáni being a commercial town, the people there had little desire for the kind of instruction imparted in our schools, but they are growing alive to its benefits, as is evident from the increased interest the Municipal Committee have commenced to take in the welfare of the school. The Hissár school is now well managed, and is in much better condition than it was two or three years ago. The Vernacular school at Hánsi is also improving, and has passed, perhaps for the first time, four candidates at the recent Middle School examination. The Vernacular Middle school class attached to the Sirsa District school, which was opened for the special purpose of preparing candidates for Primary school teacherships in the district, did not succeed. The boys who were induced to join it by liberal stipends expressed their utter unwillingness to give agreements which were required from them to serve as teachers. The total numbers reading in the Middle department for the last year and this, respectively, are—Anglo-Vernacular, 37 and 63; Vernacular, 15 and 17.

"There are 36 Government Primary schools in the district, all Vernacular. Including the Primary department of Secondary schools, the total numbers in the Primary stage have risen during the year from 1,504 to 2,011. The increase, however, is mainly due to the transfer of 12 schools from Sirsa. The general condition of the Primary schools is not quite satisfactory, but some improvement has taken place in the method of instruction; and it is hoped that substantial progress will show itself in a few years when the old and inefficient teachers are gradually supplanted by a better class of trained men. Of the 36 Primary schools, 3 are Mahájní, and no less than 10 purely Nágrí schools, besides the Nágrí sections attached to some other schools. Nágrí and Hindí are very popular with the Hindú population of the district, the people being more inclined to trade and agriculture than to service. Four schools have been closed during the year, and as many have been opened. None of the Primary schools are capable of being developed into Middle schools.

* The question is under consideration.—D. I.

Chap. I, B, 14.

State of education in each district

Hissár.

"The school buildings, with the exception of those for the Middle schools, are generally ill-constructed and ill-ventilated, and built on no regular plan; while many schools are yet without settled habitations. Boarding houses are attached to the District schools at Bhiwáni and Sirsa, but the arrangements are not altogether satisfactory. The house at Bhiwáni, a hired building, is unsuitable and ill-ventilated.

"It is satisfactory to observe that the District funds maintain 20 scholarships of the value of Rs. 2 each for the sons of agriculturists, and the Bhiwáni Municipality have promised 2. The expenditure on Primary education from District funds is not quite sufficient, and it is desirable that further contributions should be made from the funds for the opening of new schools. The total expenditure from that source amounts to Rs. 4,818 on Primary and Rs. 600 on Secondary education. The Municipalities contribute Rs. 3,020 towards the expenses of the Secondary and Rs. 1,128 towards those of the Primary schools.

"The District school scale of fees is in force in Anglo-Vernacular schools. In Primary schools the majority of the pupils are entered as agriculturists, and those who are not so entered seldom pay more than one anna a month in any class.

"In villages the Mussalmáns are as apathetic towards education as the Hindús. In towns the proportion of Hindús receiving education is larger.

"There are 46 Indigenous schools with 1,016 scholars, 625 of whom are Hindús and 391 Musalmáns. In 34 of these schools the Qurán is learnt by rote. Of the remaining 12 schools, 10 are Mahájní schools, 1 Nágrí, and 1 Persian-Arabic. But the Mahájní schools alone, most of which are situated in the town of Bhiwáni, are well attended.

Rohtak.

15. "There are 2,732 boys under instruction out of a male population of 296,224. Of this number 2,587 are reading in the Primary and 145 in the Secondary department of Public schools. Thus 1 boy to every 108 males is at school, and 1 boy is reading in the Secondary to every 18½ boys in the Primary stage. The former proportion is lower than in other districts of the circle, excepting Hissár and Karnál.

"There are eight Secondary schools in the district, all of the Middle grade. Of these the District school at the head-quarters and the school at Jhajjar are Anglo-Vernacular, and the remaining six are Vernacular. The District school shows a decrease in numbers, but it is quite efficient and in good order. The most interesting feature in connection with it is its athletic sports, which are practised under a very skilful teacher, who also prepares monitor instructors for schools in the district. The school at Jhajjar, though labouring under the disadvantage of an insufficient staff, did remarkably well at the last Middle school examination, passing all the nine candidates sent up. The Vernacular schools six in number, are situated at Mahm, Bahádurgarh, Kharkhauda, Bádli, Gohána and Beri. The last was raised to the Middle grade during the year. These schools are fair so far as they go, but, with the exception of Bahádurgarh and Gohána, with 22 and 18 scholars respectively, which figures even are not sufficiently high, the rest are poorly attended. The results of the Middle School examination were very satisfactory, 32 out of 36 candidates were successful (14 out of 14 in English).

"There are 30 independent Primary schools for boys, all Vernacular, with an attendance of 1,447. Including the eight attached Primary departments, the number of scholars in the Primary stage has fallen during the year from 2,722 to 2,642, owing, no doubt, to sickness which more or less affected every school in the district. Two schools have been closed during the year and three have been opened. Two Branch schools rose to be independent Primary schools. The general quality of instruction in Primary schools is satisfactory. The majority of the headmasters hold certificates, and among the assistants the number of those who have passed the Middle School examination is yearly increasing. The Nágrí teachers attached to most of the schools in the district are untrained men.

"The school buildings are generally roomy, convenient and well built; but only four of the eight Secondary schools have accommodation for boarders.

"The expenditure on Primary education from District funds is large in comparison with that of other districts of the circle. The funds also contribute Rs. 3,759 towards the expenditure of the Secondary schools, the Municipalities, within which four of them are situated, being poor. The Municipalities devote Rs. 2,478 to Secondary and Rs. 299 to Primary education. A number of scholarships from District funds are maintained for the benefit of the sons of agriculturists who, after passing the Upper

Primary examination, wish to prosecute their studies in Anglo-Vernacular or Vernacular Middle schools.

State of education in each district.

"The Ludhiána scale of fees is in force in all the Board schools. The total income from fees during the year has been Rs. 2,773, or Rs. 261 more than the collections for the past year. The increase, however, has taken place almost entirely in the District school and the Anglo-Vernacular school at Jhajjar, which show an improvement of Rs. 161 and 94 respectively over the figures for the previous year.

Rohtak.

"Female education in the district is nominal, being represented by a single school having 20 names on its rolls. An Indigenous Girls' school at Gohána, with 12 pupils, has lately been started, which indeed is a good sign. There is also in the city of Rohtak a private Zanána school which is supported by subscriptions. It was established by Mrs. Steel in 1884.

"In the villages generally the number of Muhammadan boys at school is in full proportion to the Mussalmán population, and at Kanhaur, where there are a good many Hindú families also, it is remarkable that out of 37 scholars in the school there were only 3 Hindú boys, the rest being all Muhammadans. In town schools, however, the proportion of Hindú boys is somewhat higher than it should be.

"There are 93 Indigenous schools for boys with 1,152 scholars, and 1 Girls' school having 20 pupils. Of these 44 are purely Qurán schools, and in the remaining 50, one or other of the native languages is taught. In the Sanskrit Indigenous school at Sanchana higher books of Sanskrit are taught, and the scholars come from distant places. There is also a good Sanskrit school at Mandauthi in the Sámpla tahsíl, where Brahmins and Hindú faqírs receive instruction in Grammar and the doctrines of the Vedanta from a Pandit who received his education at Benares. He is the proprietor of a plot of land, from which he derives a portion of his income.

Umballa.

16. "Out of a male population numbering 588,272 souls, there are 6,059 native boys reading in the Primary and 440 in the Secondary department. Thus 1 boy to every 90½ males is at school, and 1 boy is reading in the Secondary to every 13·75 boys reading in the Primary stage. The former proportion is lower and the latter higher than in some of the other districts of the circle, and the district is fairly well advanced from an educational point of view. Education is fairly spread and pretty well appreciated in all parts of the district, but the people in the Kharar and Rúpar tahsíls seem to be more alive to its benefits than elsewhere.

"There are 16 Secondary schools in the district. The District and Mission schools at the head-quarters, the District school at Jagádhri, the Cantonment Mission school, and the Municipal school at Rúpar, are Anglo-Vernacular. All these institutions, with the exception of the Mission school in the city of Umballa, which is a High school, are of the Middle grade. The Vernacular Middle schools, 11 in number, are situated at Ládwa, Thánesar, Shahábád, Biláspur, Búriya, Mullána, Sádhaura, Naráingarh, Kharar, Manimájra and Murinda. The schools at Murinda, Kharar, Manimájra and Shahábád have a fair attendance. Of the rest, none has on its rolls the names of more than 16 pupils. Some of these schools might be closed with advantage. The District schools at Umballa and Jagádhri are in a flourishing condition, as also the school at Rúpar, which, in point of attendance and efficiency, is equal to many a District school, and has been very successful during the last two years at the Middle School examination. The City Mission school is doing fairly well, but the numbers in the High and Middle departments are low, especially in the former, which, considering that there is no other school of that grade in the district, should be well attended One noticeable feature in connection with this school is that of the total number of boys reading in it, more than one-half are Mussalmáns and a little more than one-third are Hindús. This may be due to the low fees taken in the school. The Cantonment Mission school has a better attendance. The results of the standard examinations were creditable. Of the 11 Vernacular Middle schools, that at Murinda continues to maintain its reputation for being the largest and best of the Middle departments in the district. The Primary department attached to it is, however, small; and it appears that the Middle school is well supplied from schools in the neighbouring villages. The school at Kharar has recently improved in attendance; and now that a Boarding house has been built, good results are expected in future. The Sádhaura, Manimájra, Mullána and Shahábád schools are getting on fairly. The remaining five schools are poor and hardly worth keeping up. The total numbers reading in the several departments for the last year and this, respectively, are—Anglo-

Chap. I, B, 16.

State of education in each district

Umballa.

Vernacular High, 7 and 15; Anglo-Vernacular Middle, 170 and 177; Vernacular Middle, 203 and 248.

"There are 72 Primary schools in the district, of which 4, with 264 scholars, are Anglo-Vernacular. The Násir-ul-Mominín school in the town of Umballa, with an attendance of 57, is classed in the returns among Vernacular schools, though last year it supplied candidates to the Middle School examination on the English side. It is an unaided institution, maintained by subscriptions collected chiefly from Shia Mussalmáns. The number of Government schools, which are all Vernacular, is 67. The Anglo-Vernacular schools above mentioned are branches of the City and Cantonment Mission schools. Including the Primary departments of Secondary schools, the total numbers in the Primary stage have fallen from 6,106 to 6,059. The decrease is fully accounted for by the unusually unhealthy nature of the past season, and is smaller than what was expected under the circumstances. One school was transferred during the year owing to a considerable decline in numbers. No other change of importance has taken place. The general condition of education in Primary schools is satisfactory, and the number of such schools as are really worthless is few. Most of the Headmasters hold certificates, and the majority of the assistants have passed the Middle School examination. The number of purely Nágrí schools is two, *viz.*, those at Pehowa and Tharwa. A Nágrí class is also attached to the Thánesar school. The Pehowa school is attended chiefly by the sons of the Brahmins who live on the charity of the pilgrims, and who desire no better education for their children than that they should be able to write the names of their clients. Mahájní departments are attached to most of the schools, and some of them are doing well.

"The District school house at Umballa is insufficient and unsuitable, and is situated in a bad locality. The school house at Jagádhri, though kept in good repairs, is also unsuitable. A new school house at Umballa has been sanctioned, but the work of construction has not yet commenced. The Mission school buildings are in good order, and afford sufficient accommodation. In the district the school buildings are generally satisfactory. Boarding houses are attached to the District schools and to most of the Vernacular Middle schools. Two pakka buildings for the Middle schools at Bilaspur and Mullána are in course of construction, and it has been proposed to convert the old buildings into Boarding houses.

"The expenditure on Primary schools from District funds amounted during the year to Rs. 11,229, and that on Secondary schools, including Primary departments attached to them, to Rs. 7,237. The Municipal contributions to education amounted to Rs. 3,755, which is small. A number of scholarships from District funds are maintained for the benefit of the sons of agriculturists. They are tenable in Middle schools, and are awarded according to the results of the Upper Primary examination conducted by the Inspector or the Assistant Inspector. The total grant for these scholarships is Rs. 120 per mensem. Scholarships have also recently been provided by some of the Municipalities.

"In Board schools the Ludhiána scale of fees is in force; but in the Mission schools fees are taken on no fixed rule. The total fee income in Government schools has risen during the year from Rs. 4,466 to Rs. 4,566; the District schools accounting for Rs. 34 of the increase.

"The Wards' school at Umballa contains 10 pupils, chiefly residents of the district or its neighbourhood. The low numbers indicate that the institution has not been well supported by the class for whose benefit it was started. The progress of the young Sardárs in their studies has not been satisfactory. The reorganization of the school, it is hoped, will place it on an efficient footing and extend its benefits.

"The number of Female schools is three, the same as last year. The attendance, however, has decreased by eight; and only one school, and that recently opened, has made some progress. The remaining two continue to be unsatisfactory.

"The proportion of Muhammadan boys in public schools in the district is not inferior to that of the Hindús. While there is 1 Mussalmán boy at school to every 80 males of that creed, there is 1 Hindú boy to every 98 Hindú males.

"The latest returns show 178 Indigenous schools, with 1,181 scholars. Two of these are Girls' schools, with 21 pupils. The number of schools for higher instruction in Sanskrit and Arabic is 53, and that of scholars attending them 487. The rest are either Qurán schools or Bázár schools for the Banyás.

Chap. I, B, 17.

State of education in each district.

Ludhiána.

17. The male population of the district numbers 339,598 souls. There are 3,821 native boys reading in the Primary and 517 in the Secondary department of Public schools. Thus 1 boy to every 78·28 males is at school, and 1 boy is reading in the Secondary to every 8·40 boys reading in the Primary stage. Both proportions are higher than in most districts of the circle, and the district, as a whole, is well advanced in education. But there is a marked difference in this respect between the schools in the Samrála tahsíl and those in the Jagraon and Ludhiána tahsíls. The former are generally poor and not well attended; the latter are in a flourishing condition.

"There are 13 Secondary schools in the district. The District and the American Mission schools, both at head-quarters, are Anglo-Vernacular High schools, the latter having also a Vernacular side, which is small. To both the schools special classes are attached for the instruction, in English, of boys who have passed the Middle School examination in Vernacular, and who are prepared for the Entrance Examination on the English side, in the course of three years. The Vernacular department attached to the District school has become extinct for want of new admissions. Besides the two schools above mentioned, there is in Ludhiána an Anglo-Vernacular Middle school, called the Hindú school, which receives aid from the local Municipality and the Punjab University. The Middle department of this school is poor. The purely Sanskrit department attached to it prepares candidates for the Oriental examinations of the Punjab University. The funds for the support of the school are insufficient, and it is feared that the Manager, who has conducted it so long under adverse circumstances, will have to close it, unless the wealthy people of the town give him their aid. Of the Municipal and Board schools, the school at Jagraon is Anglo-Vernacular, and those at Gujarwál, Ráopur, Malaudh, Buddáwal, Khanna, Dahrru, Máchhiwára, Ráekot and Sawaddi are Vernacular, all of the Middle grade. The English department attached to the Ráekot school was closed during the year, and that attached to Máchhiwára recently; the funds provided for the purpose being insufficient at both places, and the staff consequently weak. The school at Jagraon is getting on pretty fairly, but there also the staff is weak, and some change is desirable. The Vernacular Middle schools are generally flourishing, though the Primary departments attached to some of them are small. The desire for Secondary education is increasing, and several applications have been received to raise some of the largest Primary schools to the Middle grade, but hitherto without any offer on the part of the people to bear a fair share of the expenditure. The total numbers reading in the several departments for the last year and this, respectively, are—Anglo-Vernacular High, 105 and 70; Anglo-Vernacular Middle, 135 and 212; Vernacular Middle, 252 and 235. The large decrease under the first head, and the more than corresponding increase under the second, are, I believe, nominal. The scholars composing the special English class were returned as belonging to the High school last year, and to the Middle department during the present.

"The number of Primary schools in the district is 55, of which 51 are Government Vernacular and 4 Aided Anglo-Vernacular schools. There is besides these an Anglo-Vernacular Unaided school, called the Popular school, which follows the Government scheme of studies. The numbers on the rolls of the Aided schools are 125. Including the Primary department of Secondary schools, the total numbers in the Primary stage have fallen during the year from 4,036 to 3,821, the decrease being due to the fever epidemic which prevailed in the district after the rains, and disorganised several schools. The number reading English, however, shows an increase of 10, being 539 against 529 at the close of the previous year. Three schools have been closed during the year, and the same number of new schools has been opened, two in the Ludhiána and one in the Samrála tahsíls. The general condition of the schools is satisfactory. The majority of the schools in the Ludhiána and Jagraon tahsíls are well attended and in a flourishing condition. Those in the Samrála tahsíl, with some exceptions, are poor. Most of the Headmasters hold certificates of having passed the Entrance, the Central Training College, or the Normal School examination, and among the teachers and assistants the number of those who have passed the Middle School examination is yearly increasing. The number of untrained men is very few. The most noticeable feature in connection with these schools is their gymnastics. Each school is provided with a set of cheap apparatus, and a Monitor is entertained to give instruction, who is also employed to teach reading and writing to the lower classes. Several of the Primary schools are ripe

Chap. I, B, 17.

State of education in each district.

for the addition of a Middle department, and the people are anxious for the change; but the necessary funds are not forthcoming. In two branches of Vernacular Middle schools Máhájní is taught to 123 boys in addition to Urdú; otherwise Persian is the character of the schools of the district.

Ludhiána.

"The school buildings are generally in fair order. New buildings for some of the Middle and Primary schools are urgently needed, and it is hoped they will soon be supplied. Boarding houses are attached to all the High and Middle schools in the district, excepting Malaudh, where the boarders, or boys who come from a distance, take their meals at the kitchen of Sardár Badan Singh. The Boarding house arrangements at the head-quarters are excellent. Some of the Boarding houses attached to Vernacular Middle schools, especially the one at Khanna, are bad, and the arrangements are not altogether satisfactory. In all of them the boarders have to cook their own food.

"The expenditure on Primary schools from District funds is not large in comparison with that of other districts of the circle; but that on Secondary schools is. The former amounts to Rs. 9,720, and the latter to Rs. 6,957, for the year. The Municipal contributions to Secondary schools amount to Rs. 6,457, and those to Primary schools Rs. 43. The expenditure on Secondary schools includes also the cost of Primary departments attached to them. The actual cost on Primary education cannot be accurately determined. A number of scholarships from District funds is maintained for the sons of agriculturists, tenable in District schools and the Vernacular Middle schools.

"The District school scale of fees is in force only in the District school. In the Mission school fees vary with the circumstances of the parents, and are taken on no fixed principle. In the Anglo-Vernacular and Vernacular schools in the district, the Ludhiána scale, rising from one anna in the first class to four annas in the Primary, and to six annas in the Middle department, is in force. The total fee income in Government schools has risen during the year from Rs. 4,435 to Rs. 4,485.

"Female education in the Ludhiána district is more advanced than in any other district in the circle. There are 19 Government and 1 Aided Girls' schools. The latter, the Baptist Mission Boarding school, is returned of the Middle grade, with only 1 pupil in the Middle department. The Government schools are all Primary. Of these, 7 are maintained by local Boards, and 12 by the Municipalities. The Christian Boarding school has an attendance of 50, of whom 49 are in the Primary stage. Owing to the multiplicity of subjects taught in the school, the progress made by the girls has not been satisfactory. Of the Government schools, containing 369 pupils, a few only are efficient. The best-taught schools are those at Tihára in the Jagraon talsíl, and Gujarwál in the Ludhiána tahsíl. At Jagraon there are two schools, one for the Hindús and the other for the Mussalmáns. Both are making fair progress. Of the eight schools in the town of Ludhiána, none has advanced beyond the Lower Primary stage, and the majority of them are elementary. The expenditure on some of these schools is excessive. Four girls passed the Upper and twenty-two the Lower Primary examination during the year.

"The Muhammadans are as well represented in schools as the Hindús. Their number, however, is comparatively larger in Anglo-Vernacular schools and in Vernacular Primary schools than in Vernacular Secondary institutions. While there is 1 Hindú in school to every 180 of the population, there is 1 Mussalmán to every 194.

"There are no low caste schools in the district. In some of the village schools, however, the children of Mazhabi Sikhs and Rámdásís (Chamárs) are allowed to attend, but they are made to sit apart from the other pupils. Some of them have made sufficient progress to be able to pass the Lower Primary examination.

"The number of Indigenous schools in the district is very large. There are 340 schools with an attendance of 4,188. Of these 170, with 2,381 scholars, are Qurán schools. Mahájní (Lunde) is taught in 12 schools, which have 185 boys on the rolls. The number of schools in which instruction is given in one of the Vernacular languages of the country is 153, and the number of scholars attending them is 1,586. The number of Muhammadan children in Indigenous schools in the district is much larger than that of either the Hindús or the Sikhs. In Qurán schools 257 and in Sikh schools 58 girls receive religious instruction with the boys.

Simla.

18. "The district is a small one. The male population numbers 27,593 souls. There were at the close of the year 587 native boys reading

State of education in each district.

Simla.

in the Primary and 20 in the Secondary department of Public schools. Since then the numbers in both the departments have considerably increased. According to the returns for February 1885, 1 boy to every 45½ males was at school, and 1 boy was reading in the Secondary to every 29½ boys reading in the Primary stage. The reason why the former proportion is higher than in all the other districts in the Province is that the majority of the boys attending Public schools are from foreign territory, the population of which has not been taken into account. With the exception of a few schools in the Patiála territory and the schools at Nahán and Jubal, there are no schools in Native States, and as the British territory is everywhere surrounded by them, a good number of their boys come to read in our schools. The great incentive to education in the district is the readiness with which the boys reading in schools find employment, but it at the same time retards the progress of Secondary education, as most of the pupils leave the school before passing the Middle School examination.

"The number of Secondary schools in the district is three, all Anglo-Vernacular of the Middle grade. The District school at the head-quarters is in a flourishing condition. The Middle departments of the Board school at Kasauli and the Aided school at Kotgarh are very poor, containing four and two scholars respectively. The numbers in the Middle department of the District school have increased considerably since the close of the year.

"The number of Government Primary schools in the district is 4, and that of Aided schools for native boys 12. All the schools are Vernacular. Including the Primary department of Secondary schools, the total numbers in the Primary stage have risen during the year from 506 to 587, and the numbers reading English from 50 to 57. Of the teachers employed in these schools, 3 only are certificated men. The general condition of the Government schools is fairly satisfactory. During the year an Anglo-Vernacular school has been opened near Kot Khai, but in the Jubal territory. Of the Kotgarh Mission schools, which supply in that quarter the place of Government schools, all but two are in an elementary stage. In all the Government schools, excepting Kálka, instruction is given in both Hindí and Urdú; and in the Kotgarh Mission schools Hindí is generally taught.

"The school buildings are generally in fair order. A Boarding house is attached to the District school, which contains 25 residents, of whom 10, who belong to the Native States, are fed gratis, and the rest live at their own expense.

"The expenditure on Primary education from District funds amounted during the year to Rs. 1,050, which is large in comparison with that of other districts of the circle. The average monthly cost of each school comes up to about Rs. 22. The Simla Municipality contributes Rs. 50 per mensem towards the expenditure of the Primary department of the District school. No scholarships from either District or Municipal funds are awarded.

"The District school scale of fees is in force only in the District school. In other schools fees varying with the income of the parents are taken. The total fee income has risen during the year from Rs. 802 to Rs. 861, exclusive of that realized in Mission schools, which amounted to Rs. 62.

"Two Girls' schools, with an attendance of 10, are maintained by the Kotgarh Mission at an average monthly cost of Rs. 13. The schools are very poor, and the progress made by the girls in their studies has been slow. The numbers on the rolls of the two schools last year were 25.

"The proportion of Mussalmán boys attending Public schools to those of the Hindús is as 1 to 5. The Mussalmán population in the hills, excepting at the sanitarium, is *nil*.

"There are no low caste schools in the district, though some boys of the Koli caste attend the Mission school at Kotgarh.

"The number of Private schools in the district is 7 with an attendance of 191 scholars. Of these, 2, comprising 24 pupils, are Qurán schools; the remaining 5 are schools maintained by different Missions, and receive from the Municipality a grant-in-aid of Rs. 1,056 per annum.

Lahore Circle: General remarks.

19. "The following notes briefly describe the state of education in each district. The mode of award of scholarships tenable in Secondary schools, being the same throughout the circle, is described only under the Jullundur district. Scholarships tenable in Primary schools are not given in this circle, except in the Kángra district, and there only in the backward tahsíl of Kulu:—

Chap. I, B, 20.

State of education in each district.

Jullundur.

20. "Male population, 431,435 Boys at school, 7,104 (Secondary, 617 Primary, 6,487).

"Proportion of scholars to male population ... 1 to 60·73

"Proportion of Secondary to Primary scholars ... 1 to 10·5.

"This district is educationally the most advanced in the circle, judged by the double test of the proportion which the boys at school bear to the whole male population, and the proportion of Secondary to Primary scholars. The schools are pretty evenly distributed over the different tahsíls, and there is on an average 1 boys' school to every 17 square miles of area—a more favourable rate than is to be met with anywhere else in the circle. The interest of the inhabitants in education is shown not only by the large numbers of boys attending school, but also by the crowds of people which gather to witness the annual examinations held by the Inspector, and by their often contributing money on the spot for prizes to the successful students.

"The district contains six Anglo-Vernacular Secondary schools. The Jullundur District and Mission schools teach up to the Entrance Examination standard. The District school at Ráhon, the Kartárpur school, the Mission school in the Jullundur Cantonment, and the Aided school attached to the Jullundur District school, are institutions of the Middle grade. The Jullundur District school was originally opened as a Vernacular High school, and though English classes were subsequently added, the Vernacular High department is still in existence, though the numbers attending it are not shown separately in the returns. The other Vernacular Secondary schools are the Middle schools at Aláwalpur, Adampur, Pharála, Banga, Nawáshahr, Phillour, Núrmahal, Nakodar and Shahkot. The total number of boys attending the several departments of these schools for this year and the last are—Anglo-Vernacular High, 50 and 49; Anglo-Vernacular Middle, 245 and 245; Vernacular Middle, 322 and 313 It will be seen that the Anglo-Vernacular departments are quite stationary.

"There are 82 Primary schools in the district, of which 2, with 200 pupils, are Anglo-Vernacular. They are aided, being branches of the Jullundur Mission school. Including the Primary departments of Secondary schools, the total number in the Primary stage in Government schools has risen from 5,628 to 5,634, while the numbers reading English have fallen from 279 to 240. If, however, the Government and Aided schools are taken together, then there has been a rise in the English-reading boys from 396 to 518. Only 98 boys learn Mahájní accounts in the Government schools. The results of the different examinations evince fair instructional advance during the year. But a considerable number of the Primary School teachers are not very efficient, which is not to be wondered at, seeing that 36 men in independent charge of schools have less than Rs. 10 per mensem, and as many as 14 have less than Rs. 6. The first class does not seem to have been properly looked after.

"The district compares most favourably with the rest of the circle in respect of school houses and furniture.

"The total expenditure on Boys' Primary schools* amounted to Rs. 14,341. Of this sum Rs. 11,226, or 78·2 per cent., were contributed from local rates, Municipal funds providing only Rs. 232. The contribution from Provincial revenues was Rs 831, or 5·79 per cent. There are only three other districts in which the grant from local rates for Primary education is greater. They are Hoshiárpur, Gurdáspur and Amritsar.

"The total expenditure on scholarships in Boys' schools was Rs. 3,890, of which Rs. 1,332 came from Provincial revenues, Rs. 2,280 from local rates, and the remainder from subscriptions and other sources. The expenditure from Municipal funds under this head appears to have been *nil*. The method of award is the same throughout the circle. As regards scholarships awarded on the results of the Upper Primary examination (which are given from District and Municipal funds), the Inspector, on the completion of the annual inspection of a district, draws up a list of such boys as have passed the examination and are eligible for scholarships. This list he sends to the Deputy Commissioner, with his practical suggestions; and the awards are mostly made in accordance with it. These scholarships have hitherto been conferred only on sons of agriculturists.

"The total fee income has risen from Rs. 7,424 to Rs. 7,474 The scale in the Vernacular Primary schools varies from one to four annas, according to the classes. In Middle schools the rate is five annas in the lowest class, and seven annas in the highest.

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* *i.e.*, on the independent Primary schools. The figures for other districts must be taken with the same qualification.—D. I.

"The number of girls in the 31 Primary schools under the Deputy Commissioner is 905, which is less than the number in the preceding year by 245, owing to the closing of eight schools, which were doing little good. The general condition of these schools is one of stagnation. Even the best have little real vitality. But the present state of native society opposes insurmountable obstacles to their improvement. There is one Female school under the American Mission in the city of Jullundur.

Jullundur.

"The Mussalmáns exceed the Hindús in the Village schools, there being 1,932 of the former to 1,923 of the latter. In Anglo-Vernacular schools there are 741 Hindús to 406 Muhammadans. The disparity is still greater in the Vernacular Middle schools, where the respective numbers are 1,002 and 452.

Amritsar.

21. "This district, with a male population of 490,694 souls, has 7,635 boys at school, of whom 7,148 are in the Primary and 487 in the Secondary stage. This gives a proportion of 1 boy at school to every 64·26 of the male population, and 1 boy is receiving Secondary to every 14·7 boys receiving Primary education. The former proportion is higher than in most districts of the circle. In the latter respect the Amritsar district holds the sixth place. The most advanced tahsíl is Tarn Táran.

"There are nine Secondary schools in the district, five being Anglo-Vernacular. Of the latter, the District and Mission schools at the head-quarters are High schools The Amritsar Islámiya, Majítha and Tarn Táran schools are of the Middle grade. Vernacular Middle schools are found at Ajnála, Batála, Ramdás, Wairowál and Fatehábád, all Government The number attending the several departments for this year and the last are as follows:—Anglo-Vernacular High, 112 and 99; Anglo-Vernacular Middle, 286 and 263; Vernacular Middle, 89 and 78. There has been thus considerable numerical progress since last year in all the departments.

"There are 71 Government Vernacular Primary schools for boys. Including the Primary departments of Government Secondary schools, the total numbers in the Primary stage have risen during the year from 5,018 to 5,648, and the numbers reading English from 269 to 322 One new Vernacular school was opened during the year at Thoba, in the Ajnála tahsíl. Its cost is partly defrayed out of the grant of Rs. 8,000 made for the establishment of additional Primary schools in the Province. Altogether the district is educationally progressing, partly on account of the weeding out of old inefficient teachers and the introduction of trained teachers, and partly from the stricter inspection of the schools. In addition to the above Government schools, there are also six Aided Primary schools with 532 pupils: they are Anglo-Vernacular. There are 897 boys reading Mahájní, chiefly in the branches of the District and Mission High schools at Amritsar.

"The state of the buildings is on the whole satisfactory. Several new school houses have been built during the year. There are only two schools in the district, besides those recently established, which have not proper accommodation.

"The expenditure on Primary education from local rates amounted to Rs. 12,227, the total expenditure being Rs. 22,989. Municipal funds contributed Rs. 2,032, the greater part towards the maintenance of the branches of the Amritsar District school. There are only two other districts in the circle in which the grant from local rates for Primary education is greater.

"The amount expended in the shape of scholarships was Rs. 4,004, of which Rs 895 came from Provincial revenues, Rs. 1,853 from local rates, Rs. 784 from Municipal funds, and the remainder from other sources.

"The income from fees rose from Rs. 8,613 to Rs. 10,277, the District school alone accounting for Rs 4,554. The rates in the village Primary schools are too low, being one anna in the lower and two annas in the Upper Primary department. Higher rates prevail in the neighbouring district of Jullundur with great advantage to the schools.

"The Christian Vernacular Education Society's Aided Normal school at Amritsar is a very useful institution, supplying trained teachers not only to the various Mission schools in the Province, but also to Government schools. There is also an Aided Female Normal school at Amritsar with 83 pupils. Normal classes are also maintained in connection with the Lady Lawrence Female schools at Amritsar.

"There are 51 Girls' schools in this district, of which all but one are at the head-quarters. The one exception is at Tarn Táran. The aggregate

Chap. I, B, 21.

State of education in each district.

attendance is 1,538, with only 16 girls in the Upper Primary department. 891 girls read Gurmukhi, 493 Urdú, 179 Nágrí, and only 32 Persian. Again, 669 girls are Sikhs, 439 Mussalmáns, 376 Hindús, and 54 Native Christians.

Amritsar

"Unlike several other districts in the circle, the Muhammadans greatly fall short of the Hindús in numbers in the village Primary schools, though in the district population they preponderate. In the Vernacular Middle schools the disparity is not so great; but in the Anglo-Vernacular schools the Mussalmáns are again greatly outnumbered by the Hindús. This last fact is natural, as the wealthy mercantile classes in the city of Amritsar are mostly Hindús; and it is there that the chief Anglo-Vernacular schools are found. But of late an awakening has taken place among the Muhammadans of Amritsar, resulting in the establishment of the Islámia school mentioned above in this note; and, from this movement, the best results may be anticipated in regard to the future advancement of the Muhammadans of this district.

"An interesting feature of the educational aspect of this district is the existence of a school, maintained by the Church of England Mission, for the instruction of sweepers. It is situated in the city of Amritsar, and has an attendance of 32 pupils.

Lahore.

22. "Male population, 510,352; boys (natives) at school, 6,333; Secondary, 665; Primary, 5,668; proportion of scholars to male population, 1 to 80·58; proportion of Secondary to Primary scholars, 1 to 8·5.

"This district is not so advanced as some others in the circle. Even with the concentration of education in the city of Lahore, as the seat of Government, the proportion of scholars to the male population is low. But the proportion of Secondary to Primary students is the highest in the circle, owing to Lahore being the centre of the official class. There is a great difference, educationally, between the tahsíls of Chunian and Sharakpur on the one hand, and of Kasúr and Lahore on the other, the former being less advanced than the latter. But on the whole education is making good progress everywhere among the village population, and the schools are becoming popular. The city of Lahore contains the chief institutions for advanced literary and technical education in the Province. The Lahore College, the Oriental College, the Central Training College, the Medical School and the Mayo Arts School need only be mentioned here.

"The number of Secondary schools in the district is 11, the same as last year. The District and Mission schools, both at head-quarters, are Anglo-Vernacular High schools, and among the best in the circle. There are three Anglo-Vernacular Middle schools, one of them being the Model school attached to the Central Training College. The other two are at Mián Mír and Kasúr. Vernacular Middle schools are at Sharakpur, Chunián, Khemkarn, Sursing, Badhána and Bághbánpur; in all, 6. The total numbers reading in the several departments of these schools for this year and the previous one are—Anglo-Vernacular High, 173 and 170; Anglo-Vernacular Middle, 342 and 353; Vernacular Middle, 150 and 149. The demand for Secondary education has remained practically stationary during the year.

"There are 46 Government Primary schools in the district, all purely Vernacular, with the single exception of the Primary school attached to the Lahore Normal school, in which 11 boys are returned as reading English. Including the Primary departments of the 10 Government Secondary schools, the total number in the primary stage in Government schools alone has risen from 4,132 to 4,191, and the number reading English from 343 to 395. One new village school was opened at Kamanh, in the Lahore tahsíl. The quality of instruction in these schools is fairly satisfactory; and one gratifying feature is that the first class in the schools under the Deputy Commissioner is much better managed than before. The majority of head teachers, however, are not certificated men, but the proportion among the assistants of those who have passed the Middle School examination is high. In addition to these Government schools, there are also 25 Aided Primary schools with 1,044 pupils, all in the Lower Primary stage; and 652 of these learn English.

"Until quite recently the Lahore District school was without a building. This want has now been supplied, and a great reproach to the capital of the Province removed. The school houses out in the district are, on the whole, in good order. But six schools are without buildings. A new house is to be built at Kasúr for the Anglo-Vernacular school there, the present one being inadequate; and provision has been made in the next year's budget for several Boarding houses in connection with

Chap. I, B, 22.

State of education in each district.

Middle schools. There is no lack of school appliances, such as black boards and maps anywhere, and many of the Village schools have also been supplied with chairs and tables.

"The total cost of Primary schools for native boys during the year was Rs 15,051, of which sum local rates contributed Rs. 6,313, or a little over 41 per cent., and Municipal funds Rs. 884. The contribution from local rates for Primary education in the district is smaller than in any other in the circle, except Kángra.

Lahore.

"The expenditure under the head of scholarships was Rs. 4,280, of which Provincial revenues contributed Rs. 1,931, and local rates Rs. 2,027. The Municipalities gave only the small sum of Rs. 150 The income from fees amounted to Rs 12,362, or Rs 1,426 more than last year. Of the total, Rs. 6,292 were levied in the Lahore District school alone The rates are different in the different classes of institutions. In the Vernacular schools fees rising from three pies to one anna are taken in the Primary, and from 1½ anna to 2 annas in the Secondary stage. The Mission school charges vary with the income of the parents, but are lower than in the District school, where the Departmental scale prevails. There is one Normal school at Lahore for Vernacular teachers. It is in no sense especial to the district. As to Industrial schools, the Mayo School of Art has been mentioned. Besides it there is one Industrial school at Kasúr, where carpet-weaving, &c., are taught.

"There are 44 schools for native girls in the district, of which 39 are in the city of Lahore. The schools under the Deputy Commissioner are not in a satisfactory state. The school called the Central Female school seems to be doing well, but it is under the management of a European lady. Female education is not popular in the Province; and the Lahore district is no exception to the rule.

"There is a good Aided High school for European boys at the District head-quarters, with 119 pupils, including its Primary department. There is also a Primary school containing 62 European lads. There are 4 schools for European girls; 1 Middle and 3 Primary. The Middle school contains 37 girls, with only 3 in the Middle stage, compared with 2 in the previous year. The Primary schools contain an aggregate of 131 girls. There is, besides, 1 school for Native Christian girls in Lahore, with 64 pupils on the roll, against 53 last year.

"Of the 6,333 pupils under instruction, 2,500 are Mussalmáns. In the Vernacular Primary schools the Muhammadans are about equal in numbers to the Hindús; in the Vernacular Middle schools they out-number them, but in the Anglo-Vernacular schools they fall short of them, owing to the fact that the mercantile and official classes consist chiefly of Hindús.

Gujránwála.

23. "This district contains 333,605 males, of whom 5,701 boys are at school, 5,306 being in the Primary, and 395 in the Secondary stage. Thus 1 in 58·5 males is under instruction, and 1 boy is receiving Secondary education to every 13·4 boys in Primary schools. Regarding the former proportion, this district is the first in the circle; regarding the latter, it is still the fourth. Gujránwála is not therefore to be looked upon as a backward district. But there is much room for school extension in the Háfizábád tahsíl.

"There are 3 Anglo-Vernacular Secondary schools in the district; 2 at head-quarters, *viz.*, the District Middle and the American Mission High school, and 1 (a Middle school) at Wazírabád. This last is under the management of the Church of Scotland Mission. There is also an Aided High Vernacular school at Gujranwála Vernacular Middle schools are at Akálgarh, Ramnagar, Hafizábád and Qila Didár Singh. The following are the numbers reading in the several departments of these schools for this year and the last:—Aided Anglo-Vernacular High, 45 and 44; Anglo-Vernacular Middle, 218 and 182; Vernacular Middle, 118 and 81; Aided Vernacular High, 14. There was no Vernacular High school last year in the district. Seventy-two schools supply the means of Primary education to the people, of which 2 are aided and 7 unaided. The numbers in Government schools, including the Primary departments of Secondary schools, have risen from 3,738 to 4,324, and the numbers reading English from 142 to 151 Five new schools were opened during the year, and a Primary school was raised to the Middle grade. The Primary schools generally are steadily improving, and it is hoped that in a few years they will be placed on a really efficient footing. At present there is a great want of certificated teachers in this district.

Chap. I, B, 23.

State of education in each district.

"The school houses generally are in a fair condition, and supplied with the necessary appliances. At Qila Didár Singh and Akálgarh, where there are Middle schools, and at a few other places, additional accommodation is required for the increasing numbers. Boarding accommodation has also to be provided for the outsiders attending Middle schools.

Gujránwála.

"The total expenditure on Boys' Primary schools was Rs. 13,318, of which sum local rates contributed Rs. 8,796, or about 66 per cent., and Municipal funds Rs. 1,237.

"The scholarships amounted to Rs. 1,580, of which Rs. 555 came from Provincial revenues, Rs. 977 from District funds, and Rs. 48 from Municipal funds.

"The income from fees in the Boys' schools has risen from Rs. 4,789 to Rs. 5,995, the District and Mission schools accounting for Rs. 3,276. The fees collected in the 60 Primary schools under local Boards and Municipal Committees amounted to Rs 1,370, which compares favourably with the receipts under this head in other districts.

"There are 19 Female schools with an aggregate attendance of 658 girls, of whom 10 only are in the Upper Primary Department: 330 girls learn Gurmukhi, 130 Hindí, 262 Urdú, and 12 Persian. Most of the schools are situated in the town of Gujránwála.

"There are only 311 Muhammadans to 615 Hindús in the Anglo-Vernacular schools; but the disparity is not so great in the Vernacular Middle and Village Primary schools.

Siálkot.

24. "With a male population of 5,39,661 souls, this district has only 5,941 boys under instruction. This gives a proportion of 1 boy at school to every 90·8 of the population, a very low average. It is in fact the lowest in the circle, except that for Kángra and Ferozepore. Of the 5,941 boys receiving education, 438 are in Secondary schools, or 1 in 13·5, which is also not a high average. Taking the Boys' schools alone, the Zafarwál tahsíl has the fewest schools. If the Boys' and Girls' schools be taken together, the Siálkot tahsíl stands the last in the list. The people, however, are nowhere indifferent to education, and in this lies hope.

"There are two Anglo-Vernacular High schools in the district, both situated in the town of Siálkot; one belonging to the Scotch and the other to the American Mission Three other Anglo-Vernacular schools at Jámke, Pasrúr and Zafarwál teach up to the Middle School examination standard. Vernacular Middle schools exist at Sankhatra, Ghota, Samriál, Daska and Qila Sobha Singh. There is no High Vernacular school in this district. The general character of the teaching in these institutions is fairly satisfactory, though the Ghota school has been retrogressing.

"The numbers attending the several departments for this year and the last are—Anglo-Vernacular High, 40 and 34; Anglo-Vernacular Middle, 243 and 153; Vernacular Middle, 155 and 153. The considerable increase in the Anglo-Vernacular departments is owing to the fact that the Unaided American Mission school at Siálkot has this year been included in the returns, which was not the case last year.

"Primary schools for boys are 67 in number, of which 62 are under local Boards; 1 is a Municipal school, and 4 are Aided. The aggregate numbers attending the Government schools (including the Primary departments of Secondary schools) fell during the year from 4,489 to 4,342, while the numbers reading English rose from 220 to 270. Taken collectively, the general state of the schools is very fair. The numbers that have passed the Upper and Lower Primary examinations are larger this year than at any previous time, and the percentage is decidedly satisfactory: 46 per cent. of the passes by the Upper standard continue their studies in Middle schools. A considerable number of the head teachers are certificated men, but the proportion of assistant teachers who have passed the Middle School examination is small; 143 boys learn Mahájaní.

"The accommodation in some of the Middle schools is insufficient, otherwise the state of the buildings does not call for any remark.

"Local rates contributed 71 per cent. of the total expenditure on Primary education. Scholarships, amounting to Rs. 1,324, were maintained from District funds, to Rs. 237 from Municipal funds, and to Rs. 616 from Provincial revenues. The income from fees was Rs. 3,633, against Rs. 2,512 last year. Of the total, Rs. 1,716 were levied in Anglo-Vernacular schools. The fee rates in the Vernacular Primary schools vary from one anna in the lowest class to three annas in the highest. In the Middle schools from four to six annas are charged.

"There are 834 girls under instruction in 36 Female schools. The number of schools is 2 less than for last year, and the number of pupils is

40 less. The general condition of these schools is the same as elsewhere. Little or no progress is visible, and there is no hope of the present state of things being remedied for many years to come.

"As in some other districts, the Muhammadans outnumber the Hindús in Primary schools, there being 1,678 of the former to 1,523 of the latter; but they fall short of the Hindús in the Secondary schools in the proportion of 732 to 1,123.

Siálkot.

25. "Male population, 4,45,798. Boys at school, 6,309 (Secondary 386; and Primary, 5,923). Proportion of scholars to male population, 1 to 70·66; proportion of Secondary to Primary scholars, 1 to 15·3. This district ranks as the fourth in the circle in respect of the proportion borne by the number of scholars to the male population; but as the seventh comparing the numbers receiving Secondary education with those in Primary schools. The schools are most numerous in the Gurdáspur tahsíl, and fewest in the submontane tahsíl of Pathánkot. The attendance is best in the Batála tahsíl.

Gurdáspur.

"Secondary education is given in 6 Anglo-Vernacular and 4 Vernacular schools. Of the former, 2 are High schools, *viz.*, the Gurdáspur District and the Batála Christian Boarding school. The Gurdáspur District school is chiefly attended by boys from the outlying villages, and in this respect fulfils more nearly the functions of a District school than any other educational institution in the circle. The remaining 4 Anglo-Vernacular schools are at Batala, Pathánkot, Srigobindpur and Dínanagar, and are Middle schools. The 4 Vernacular Secondary schools are those at Sujánpur, Kalánaur, Dera Nának and Kanjrúr. The Sujánpur school suffers by its proximity to the Pathánkot Anglo-Vernacular school; but the Middle schools generally in this district are poorly attended. The numbers in the several departments for this year and the preceding are as follows:—Anglo-Vernacular High, 43 and 49; Anglo-Vernacular Middle, 276 and 224; Vernacular Middle, 67 and 81.

"The district contains 88 Government, 7 Aided, and 1 Unaided Primary schools for boys. The aggregate numbers in the Government schools (Primary departments of Secondary schools being included) have fallen from 5,677 to 5,544, and the numbers reading English from 382 to 376. Four new schools were opened during the year—2 in the Gurdáspur tahsíl, 1 in the Pathánkot tahsíl, and 1 in the Batála tahsíl. Instructionally the schools are not satisfactory. Their general character was one of stagnation at the annual inspection, partly attributable to the inefficiency of the teachers, more than two-thirds of whom have neither passed the Middle School examination nor hold a Normal School certificate.

"The district does not compare unfavourably with the rest of the circle in respect of school houses. The schools are, as a rule, well supplied with the necessary articles of school furniture.

"Expenditure from local rates on Primary education amounted to Rs. 11,005, the total expenditure being Rs. 18,822. Municipal funds provided Rs. 1,471. The grant from local rates is the largest in the circle.

"The amount realized in fees was Rs. 8,303. Of this sum Rs. 4,243 were levied in the two District schools at Gurdáspur and Batála. The fee rates in the Village Primary schools rise from one anna in the lowest to three annas in the highest class. In the Middle schools, both Vernacular and Anglo-Vernacular, the lowest fee is six annas and the highest eight annas. A sum of Rs. 3,867 was spent in scholarships. Of this Rs. 2,789 came from local rates, and only Rs. 251 from Municipal funds. The remainder (Rs. 799) was contributed from Provincial revenues.

"Female education in the district is represented by 3 schools under the Deputy Commissioner and 1 Aided school. The former are situated at Pathánkot, Kalánaur and Dínanagar respectively. The aggregate attendance of the four schools is 94.

"The total number of Muhammadans in the schools is 2,357 out of 6,309. The proportion of Muhammadans to Hindús in the Primary schools is as 18 to 22½ nearly. In the Secondary schools they are only about 31 per cent. of the whole, the Hindús forming 57 per cent.

Hoshiárpur.

26. "The male population consists of 481,526 souls. There are 4,977 boys receiving Primary education, and 572 boys attend Secondary schools. This shows that 1 boy out of every 88·7 males is under instruction, and 1 boy is in the Secondary stage to every 8·7 boys in the Primary department. The former proportion is low in the circle, but the latter is the highest, except that for the Lahore district. The distribution of schools over the tahsíls is pretty even, though the Garhshankar tahsíl, with a population nearly equal to that of the Hoshiárpur tahsíl, wants a few

Chap. I, B, 26.

State of education in each district.

more schools. On an average there is 1 Government Boys' school to every 25 square miles of country. But recently several applications have been received by the Deputy Commissioner for grants to Private schools; and next year it is probable this proportion will be raised.

Hoshiárpur.

"The only Anglo-Vernacular Secondary school in the district is the Hoshiárpur District High school. But there is a High Vernacular school at Tanda, opened during the year. Besides these 2 High schools there are 7 Vernacular Middle schools at Hariána, Una, Dasúya, Umar, Mukerián, Garhshankar and Mahilpur. Of these the Hariana school is the most thriving. The comparative numbers for this year and the last reading in the several departments are as follows:—Anglo-Vernacular High, 38 and 52; Anglo-Vernacular Middle, 117 and 122; Vernacular High, 12 (there was no Vernacular High school last year); Vernacular Middle, 417 and 412. The numbers in the Hoshiárpur District school have declined in both the High and Middle departments.

"The number of Primary schools in the district is 81; 4 being directly under the Education Department, being branches of the District school; 74 are under local Boards, and 3 under Municipalities. The total number in the Primary stage (including, as in other districts, the Primary departments of Secondary schools) have risen from 4,785 to 4,965; but the numbers reading English have declined from 124 to 118. Four new schools were opened during the year; 1 in the Hoshiárpur tahsíl, 2 in the Una tahsíl, and 1 in the Garhshankar tahsíl. Fair progress, instructionally, seems to have been made during the year; but the first class does not appear to have received due attention. The proportion of certificated men among the teachers is very high.

"As a rule, the school buildings are in good order. Five schools are, however, without buildings of their own; 15 others want increased accommodation. The district is probably the best supplied in the circle with school furniture.

"Of the total expenditure on Boys' Primary schools, amounting to Rs. 14,792, local rates contributed Rs. 12,461, or more than 84 per cent. The contribution from Municipal funds was but Rs. 527; but the Municipalities spent more on Secondary education. Scholarships, amounting to Rs. 2,609, were maintained from district and to Rs. 365 from Municipal funds. A further sum of Rs. 597 was given for scholarships from Provincial revenues. The total cost was Rs. 3,619.

"The income from fees amounted to Rs 4,538, or Rs. 151 more than last year. The rates in the Primary Village schools vary from one anna in the lowest to four annas in the highest class. In the Una tahsíl these rates are complained of. In Middle schools from four to six annas are charged.

"There is one Industrial school at Hoshiárpur, having an attendance of 30 pupils, who are engaged in carpet-weaving.

"Female education is represented by a solitary school in the town of Hoshiárpur. It has 60 names on the roll; 20 girls read no printed books.

"There are 1,718 Muhammadan students to 3,555 Hindús. This proportion is in close correspondence with the proportion of the Muhammadan element in the district population

Ferozepore.

27. "Male population, 434,460; Native boys at school, 4,271 (Secondary 224 and Primary 4,047); proportion of scholars to the male population, 1 to 101·7; proportion of Secondary to Primary scholars, 1 to 18. This district, though in several respects it occupies a low place, appears under a special disadvantage this year; in that its extent and population have been enlarged by the addition of the Fázilka tahsíl, containing only a few poorly-attended schools. This has considerably lowered the proportion of scholars to the male population. Within the old limits of the district, this proportion is as 1 to 83, which is a considerable advance over last year, and places this district above Hoshiárpur and Sialkot. The distribution of the schools over the tahsíls is very unequal; Moga having the most schools, 23 in number, and Muktsar the fewest, but 7. The most poorly-attended schools are the eight in the Fazilka tahsíl.

"There are 7 Secondary schools in the district, of which 3 are Anglo-Vernacular, *viz.*, the District school at Ferozepore, the Aided Cantonment school there, and the recently added Fázilka school. The last two are Middle schools. The District school has had High school classes added to it during the year. The Fázilka school has but 8 pupils in its Middle department, and is hardly worth keeping up. The Vernacular schools

(all under local Boards or Municipalities) are situated at Buttar, Moga, Zíra and Dharmkot. The numbers attending the Secondary departments of all these schools for this year and the last are, in order—Anglo-Vernacular High, 13 (there was no high department last year); Anglo-Vernacular Middle, 89 and 80; Vernacular Middle, 122 and 102.

Ferozepore.

"The number of Primary schools is 57, all except 2 under local Boards. The exceptions are branches of the Ferozepore school. The total numbers in the Primary stage, including the Primary departments of Secondary schools, are 4,047, against 3,545 in the previous year; and the numbers reading English are 170, compared with 135 before. Five new schools were opened during the year, and 1 was closed, and 7 schools were transferred to the district with the Fázilka tahsíl, so that, on the whole, there are 11 more schools now than formerly; 197 boys learn Mahájní.

"Ferozepore compares unfavourably with other districts in the circle, as regards its school buildings and furniture. The Primary school houses are mostly kacha buildings, and are generally in great need of repairs; while some 15 schools are without buildings.

"The expenditure on Primary education from District funds is not so large as in some other districts of the circle, but is larger than in the Lahore and Kángra districts. The expenditure on scholarships amounted to Rs. 579, of which Rs. 538 were provided from District funds.

"The income from fees amounted to Rs. 2,750, or Rs. 329 more than last year. Of the aggregate sum realized, Rs. 1,694 were levied in the District school alone, and Rs. 444 were levied in the Cantonment school. The rates of fees in Vernacular schools rise from one anna to four annas in the Middle schools, from one anna to two annas in the Upper Primary department, and from half an anna to one anna in the Lower Primary department. The charges in the Anglo-Vernacular schools are from four to eight annas.

"There are 5 Girls' schools in the district; 1 in the Ferozepore Cantonment, 1 in the town of Ferozepore, 1 at Zíra, 1 at Dharmkot, and the last at Muktsar. With the exception of the Cantonment school, they are all in a poor state. In connection with this subject, it may be mentioned, as a gratifying fact, that the Deputy Commissioner, in his annual report for the past year, says that the want of a Girls' school for Hindús is keenly felt in the town of Ferozepore. As it is necessary that every encouragement should be given to a spontaneous desire of this kind, the Deputy Commissioner will soon be separately addressed on the subject.

"The Muhammadans are slightly in excess of the Hindús in the Primary schools. In the Vernacular Middle schools the two races are about equal in numbers; but in the Anglo-Vernacular schools there are only 200 Mussalmáns to 478 Hindús.

Kángra.

28. "Judged by every standard, this district is the most backward in the circle. It contains a male population of 380,867 souls, with only 3,015 boys under instruction; 2,911 in the Primary and 104 in the Secondary stage. The proportion of scholars to the male population is thus as 1 to 129·6; and the Secondary scholars are to the Primary as 1 to 28. Nowhere else in this circle are these proportions so low. However, there has been progress since last year. The Kángra and Kulu tahsíls contain the smallest number of schools, but 6 each. The Hamírpur tahsíl, with 13 schools, is the first in this respect.

"This district contains 3 Anglo-Vernacular Middle schools, *viz.*, the District school at Núrpur, the Mission school at Kángra, and the Pálampur school. It has 2 Vernacular Middle schools at Sujánpur, in the Hamírpur tahsíl, and at Sultánpur, in the Kulu tahsíl. The Aided Mission school at Kángra has but 6 boys in its Secondary department. The numbers on the rolls for this year and the preceding are—Anglo-Vernacular Middle, 62 and 51; Vernacular Middle, 42 and 34.

"There are 43 Primary schools in the district, 37 of which are under local Boards, 2 are directly under the Education Department, 3 are Municipal schools, and 1 is Aided. This last is the Anglo-Vernacular school at Dharmsála, but it has only five boys learning English. The total numbers in the Primary stage in Government schools have risen during the year from 2,547 to 2,759, and the numbers reading English from 76 to 84. Four new Primary schools were opened during the year, 1 in the Kángra tahsíl, 1 in the Pálampur tahsíl, a third in the Núrpur tahsíl, and a fourth in the sub-tahsíl of Plách. Of the total number of boys in Primary schools, 61 per cent. were found in the first class at the time of the inspection, which shows that the schools are in a backward

Chap. I, B, 28.

State of education in each district.

state. Of the head teachers, nearly half hold Normal school certificates, or have passed the Middle School examination. Among the assistants, however, the proportion of Middle passed or certificated teachers is very low.

Kángra.

"The district is, on the whole, fairly off as regards school houses, though in some places buildings are badly wanted, and in others the existing houses need repairs or enlargement.

"The total cost of Primary education during the year was Rs. 8,906, of which sum local rates contributed Rs. 5,256, and Municipal funds Rs. 1,259. The contribution from local rates is the smallest in the circle.

"The expenditure on scholarships amounted to Rs. 1,183, of which Rs. 769 came from District and Rs. 353 from Municipal funds. The balance, consisting of Rs. 61, was contributed from Provincial revenues.

"The income from fees rose from Rs. 950 to Rs. 1,415, the Núrpur District school accounting for Rs. 642. The total amount realized in Anglo-Vernacular schools was Rs. 1,036. There is no fee levied in Primary schools under the Deputy Commissioner in this district, except in the Primary departments attached to the Middle schools at Pálampur and Sujánpur.

"The number of Government Girls' schools is 5, with 153 names on the rolls. Of this number only 1 girl is in the Upper Primary department. These schools are generally more or less bad; their chief defects being arithmetic and geography. Still a few girls learn to read and write. Besides the above, there is one Aided Mission Girls' school at Kángra.

"This district contains but a small Muhammadan population; naturally the number of Mussalmáns in the schools is also small. In this there is nothing to call for remark.

Mooltan Circle: Mooltan.

29. "Male population 8,04,517

Number of males to each boy at a Public school	.77
Number of boys in the Primary stage to each boy in the Secondary stage	14
Number of males to each boy at an Indigenous school	146

"At the close of 1884-85 there were 71 schools in this district with 4,004 pupils, showing an increase of 1 school and 152 scholars over the numbers of the previous year. The Secondary departments contained 267 and the Primary 3,737 pupils, including 62 girls.

"There are 6 Secondary schools, of which 4 are Anglo-Vernacular and 2 Vernacular. The Anglo-Vernacular schools are—a District school, a Mission school (both teaching up to the High school standard) in the City of Mooltan, an Anglo-Vernacular school in the Mooltan Cantonments, and another at Shujábád under the management of the Mooltan Mission. The Vernacular schools are at Kahror and Serai Siddhu. The High department of the District school draws the majority of its pupils from the Anglo-Vernacular schools in the Deraját, but this year there were fewer admissions from those schools than in the previous years; hence the attendance has somewhat fallen off. The general progress in the Secondary schools during the past year has been satisfactory, though a better organization and a more judicious arrangement of the classes would seem to be required in the Mission schools; and the Vernacular school at Serai Siddhu was not so good as it might have been. The Anglo-Vernacular schools contained, on the 31st March 1885, 39 boys in the high stage and 190 in the middle; while the two Vernacular Middle schools contained 38 boys. The corresponding figures for the previous year were 37,181 and 34 respectively.

"The Primary schools for boys, including three branches of the District school, are 62, or 2 more than in the previous year, and contain 3,675 boys with 259 learning English, against 3,530 with 261 learning English. During the year 1 school was closed and 2 new ones opened in the Mooltan tahsíl. It was contemplated to raise the school at Sikandrábád, in the Shujábád tahsíl, to the Middle grade; but as all the conditions necessary to that step had not been fulfilled, the project fell through. There are 114 teachers and assistant teachers employed in the district, and of these 21 hold certificates for the Middle school examination, 10 for the Primary school teachership, and 2 for the Entrance examination of the Punjab University. The general quality of instruction in these schools may be considered as fair.

"The District Committee built 4 new schools during the year at a cost of Rs. 1,727, and repaired 27 old buildings, costing Rs. 1,083. Accommodation for boarders is provided in the District school only.

Chap. I, B, 29.

State of education in each district.

"The total amount of expenditure on education in the district during the year 1884-85 was Rs. 32,779, against Rs. 29,460 in the previous year. Of the amount for this year, Rs. 6,388 were met from Provincial revenues, Rs. 11,966 from local cesses, Rs. 6,529 from Municipal funds, Rs. 4,968 from fees, and Rs. 2,928 from subscriptions.

Mooltan.

"The total income from fees has risen during the year from Rs. 4,629 to Rs. 4,968. No fees are levied in the Aided schools for girls.

"The only schools for girls are the 3 Mission Aided schools with 62 girls in the City of Mooltan, instead of 4 schools with 70 girls in the previous year. They are returned as Anglo-Vernacular schools, because 5 of the girls are shown as reading English, whereas in previous returns they were shown as Vernacular schools. Fifty-eight of the girls are Mussalmáns, 2 Native Christian, and 2 others—all in the Lower Primary stage, as in the previous year.

"Numerically, Muhammadans in the district appear to have made no advance in education during the year under report, and the number of boys and girls of their creed attending the Public schools was less by 69 at the close of 1884-85 than of 1883-84. Altogether, the returns show the attendance of 1,884 Muhammadan scholars at the various Public schools on the 31st March 1885 out of 238,591 male population, against 1,920 Hindús out of a population of 62,943 males.

"According to the returns received at the close of 1884-85, there are 195 Indigenous schools in the district, giving instruction to 2,078 scholars, of whom 681 are Hindús, 1,395 Mussalmáns, and 2 others. Of these as many as 1,000 are returned as reading the Qurán or Arabic, 520 Persian, 355 Landi or Mahájni, 125 Urdú, 58 Gurmukhi, and 20 Sanskrit. Fifteen of the schools were inspected by the Inspector and the Assistant Inspector, and were recommended for rewards amounting to Rs. 254. Mr. Harvey was favourably impressed with the state of some of these schools, and noticed a decided tendency in the district to accept rewards for teaching, and he hopes that more teachers will allow their schools to be inspected next year.

Jhang.

30. "Male population 2,14,382

Number of males to each boy at a Public school	100
Number of boys in the Primary stage to each boy in the Secondary stage	9
Number of males to each boy attending an Indigenous school...	95

"The district contains 40 Public schools, with a total roll of 2,393 scholars, showing an increase of 4 schools and of 192 scholars over the previous year. Of this number 247 scholars are in the Secondary and 2,146 in the Primary stage.

"The Secondary schools, numbering 5, are—a district (High) school at Adhiwála, a place half-way between Jhang and Maghiánah; 2 Anglo-Vernacular schools at Maghiánah and Chiniot, and 2 Vernacular Middle schools at Shorkot and Ahmadpur. The Middle and Primary departments of the district school are held in the Government building at Jhang; but it has been proposed to enlarge the building at Adhiwál, so as to hold the Middle departments of Jhang and Maghiánah, in order that the Headmaster may be able to exercise a proper supervision over the whole. All the Secondary schools are doing well on the whole. There were 38 scholars in the High stage of the Anglo-Vernacular schools, and 156 in the Middle, against 46 and 137 in the previous year. The Vernacular Middle schools contained 53 boys, against 19 in the previous year.

"The number of Primary schools for boys has risen from 24 to 28, and of scholars in the Primary stage from 1,740 to 1,906, with 198 against 167 learning English. This increase of scholars is almost entirely due to the opening of new schools. The work of instruction has generally improved.

"Most of the school buildings are in proper repair, but there is need of commodious boarding houses in connection with all the Secondary schools. It is hoped, however, that the want will soon be supplied, as the subject is occupying the attention of the Deputy Commissioner.

"The total annual cost on the educational institutions in the district for the year under report was Rs. 18,405, being Rs. 469 less than the amount of the previous year. Towards this expenditure the Provincial revenues contributed Rs. 6,114; local cesses, Rs. 6,288; Municipal funds, Rs. 2,935; school fees, Rs. 2,365; and subscriptions, Rs. 703. The income from fees has risen from Rs. 2,083 to Rs. 2,365.

"There are altogether 10 schools for native girls in the circle, of which 7 are in this district, the same as last year. The total number of girls on the rolls of the 7 schools at the close of the year was 210, or 11 more than

Chap. I, B, 30.

State of education in each district.

in the previous year. Of these, 129 were Hindús, 19 Sikhs, and 92 Mussalmáns; and of these again 148 were learning Gurmukhi, 92 Urdú, and 4 Nagri, but none had advanced beyond the Lower Primary stage.

"There are 863 Muhammadan boys reading in the Public schools of the district out of a male population of 177,680 Muhammadans, against 1,108 Hindú boys out of 34,696 Hindú males.

Jhang.

"The Indigenous schools, numbering 257, contain 2,248 scholars, of whom 829 are Hindús, 1,320 Mussalmáns, and 99 Sikhs. Altogether there are 1,133 learning Qurán or other books of Arabic, 566 Gurmukhi, 229 Persian, 170 Lande, 113 Sanskrit, 37 Nágrí, but none Urdu. Fifteen schools were inspected by Mr. Harvey and the Assistant Inspector, who recommended rewards amounting to Rs. 306.

Montgomery

31. "Male population 232,947

Number of males to each boy at a Public school	154
Number of boys in the Primary stage to each boy in the Secondary stage ...	16
Number of males to each boy at an Indigenous school	368

"This district comprises 27 schools with 1,514 scholars, showing a decrease of 1 school and an increase of 55 scholars.

"The Secondary schools, numbering 4, are the same as in the previous year. Of these 1 is an Anglo-Vernacular school in the station of Montgomery, and 3 Vernacular schools at Kamália, Pákpattan and Saiyadwala; at the last-named place, however, the Secondary department has been closed from the commencement of the current official year, owing to its Municipality having been abolished. The Kamália school is one of the best in the circle, but that of Pakpáttan, which is the only school in the whole tahsíl, is not in a very flourishing condition. It is hoped, however, that efforts will be made during the present year to give a stimulus to the cause of education in this part of the district. The number of boys in the Montgomery school always depends on the number of officials at Montgomery, and it is not at all likely that the number will ever improve, unless the head-quarters of the districts could be established, as of old, at Gugera, where a very good school might be expected. At the close of the year the Anglo-Vernacular side of the Secondary stage contained 25 boys and the Vernacular side 65, against 25 and 60, respectively, in the previous year.

"The Primary schools are 20, and contain, including the Primary departments of Middle school, 1,424 pupils, of whom 61 are learning English, with 18 in the Gugera Primary school, where it has been proposed to discontinue the teaching of English. In the previous year the Primary stage contained 1,373 boys, of whom 51 were learning English. It was at one time contemplated to raise the Hujra school to the Middle grade; but this is impossible, as the people are quite unwilling to bear their share of the additional expenditure. The progress of these schools during the year under report was very favourable.

"Rupees 8,518, or Rs. 582 more than the previous year, are entered in the returns as having been expended on education during the year. The contributions from the different sources are Rs. 360 from Provincial funds, Rs. 3,388 from local cesses, Rs. 3,277 from Municipal funds, Rs. 940 from fees, and Rs. 503 from subscriptions. The income from fees was Rs. 940, against Rs. 818 in the previous year.

"The number of Female schools is the same as last year, *viz.*, 1 at Montgomery and 1 at Saiyadwála, and both are stationary. The number of pupils in the two schools has decreased during the year from 50 to 44.

"There are 400 Muhammadan boys reading in all the Public schools of the district out of 180,274 Muhammadan males, compared with 924 Hindú boys out of 45,486 Hindú males.

"Of all the districts in the circle, Montgomery contains the smallest number of Indigenous schools, *viz.*, 38 with an attendance of 633 pupils, of whom 292 are Hindús, 271 Mussalmáns, and 90 Sikhs. Of all these pupils 631 are returned as reading Gurmukhi, 221 Arabic, 61 Persian, 14 Urdú, and 6 Sanskrit. The study of Gurmukhi seems to have become popular here, owing probably to the presence and influence of the Sikh Guru Bedi Khem Singh. Mr. Harvey examined three schools, and recommended two of them for a reward of Rs. 25 each.

32. " Male population... 184,510
Number of males to each boy at a Public school 135
Number of boys in the Primary stage to each boy in the Secondary stage 19
Number of males to each boy at an Indigenous school 90

Muzaffargarh.

" The number of schools is the same as last year, *viz.*, 26, but the aggregate number on the rolls has fallen from 1,545 to 1,364, and the Deputy Commissioner accounts for this falling off in the following manner :—

" Last year, when Mr. Gladstone was Deputy Commissioner of the district, proposals were made to abolish Government schools in order to encourage Indigenous schools. These proposals had such a bad effect that not only did the number fall off by 115 last year, but this year there is a further falling off of 175. I am told that these figures include a large number who really left school in consequence of Mr. Gladstone's order of October 1883, but whose names remained on the rolls for some months, while endeavours were being made by Mr. Benton to induce them to return. I regret to see this falling off, and the point will engage my earnest attention.*

" There are 3 Secondary schools of the Middle grade in the district, of which 1 is an Anglo-Vernacular school at Muzaffargarh itself, and the other 2 are Vernacular Middle schools at Kot Addu and Alípur. The total numbers for the previous year and that under report respectively are—Anglo-Vernacular school, 16 and 13 ; Vernacular school, 46 and 45. The instruction in Muzaffargarh school has somewhat improved during the year, but its condition is not altogether satisfactory. The Kot Addu school is a good one, but not so the school at Alípur, which suffers from the unhealthiness of its situation.

" The number of Primary schools is 23, with 1,295 scholars, of whom 27 learn English in the Muzaffargarh school. The progress made in these schools appears not to have been very marked.

" The cost of education fell from Rs. 9,608 in 1883-84 to Rs. 9,253 in 1884-85. Rupees 5,471 were paid from local cesses, Rs. 2,982 from Municipal funds, Rs. 726 from fees, and Rs. 74 from subscriptions. It may be noticed that this is the only district in the circle in which the Provincial revenues contribute nothing towards the cost of education.

" Fees are levied in the Middle schools only, and the statement shows that Rs. 726 were collected during the year under report, against Rs. 330 in the previous year.

" No start has yet been made in the direction of female education in this district.

" There are 24,139 Hindú males in the district, of whom 595 are at school ; and of 158,815 Mussalmán males 745 are at school.

" The Indigenous schools, 320 in number, contain 2,044 scholars, of whom 141 are Hindús and 1,903 Mussalmáns. Of these latter 1,204 learn the Qurán, 524 Persian, and 175 Urdú ; while all the 141 Hindús learn Lande or Mahájní. Mr. Harvey saw 13 of the Indigenous schools, and recommended rewards amounting to Rs. 310.

Dera Ismail Khan.

33. " Male population... 238,468
Number of males to each boy at a Public school 110
Number of boys reading in the Primary stage to each boy reading in the Secondary stage 15
Number of males to each boy at an Indigenous school 89

" The aggregate number of schools is 27, with 2,222 scholars, or 2 schools and 152 scholars more than in the previous year.

" There are, as in the previous year, four Secondary schools, *viz.*, a Mission and a Municipal Anglo-Vernacular school in the city of Dera Ismail Khan, and the Vernacular schools at Leiah and Bhakkar. The state of the last-named school is not satisfactory, but in other respects Secondary education is progressing in the district. The Anglo-Vernacular school contained 87 boys with 5 in the high stage, against 59 in the previous year, when all were in the Middle stage ; and the Vernacular Middle schools contained 51 boys, showing a falling off of 6 names.

* The matter is now under consideration by the Commissioner.—D. I.

Chap. I, B, 33.

State of education in each district.

"There are 23 Primary schools in the district, or 2 more than in the previous year, including 2 Mission schools at Dera Ismail Khan, in which a few boys are taught English also. The number of pupils at the Primary stage has risen from 2,054 to 2,085, and of those reading English from 113 to 126. One school was closed and three opened during the year. The attainments of the teachers are made the subject of earnest consideration by the district authorities; and Mr. Harvey noticed a marked and genuine improvement in the condition of the schools generally.

Dera Ismail Khan

"School houses are generally in excellent order, but the want of a decent boarding house for accommodation of the outsiders reading in the City school at Dera Ismail Khan is being felt.

"The whole cost of education in the district during 1884-85 was Rs. 14,939, or Rs. 185 less than in the previous year. The Provincial revenues contributed Rs. 2,808, the local funds Rs. 4,662, the Municipal funds Rs. 3,821, the school fees Rs. 1,422, and private subscriptions Rs 2,226.

"Hitherto in the district fees were taken only from the boys attending the Anglo-Vernacular schools; but the Deputy Commissioner has ordered that in future payment should be demanded from students of Vernacular Secondary schools also. The total amount of fees collected during the past year was Rs. 1,422, being Rs. 381 in excess of the amount collected in the previous year.

"Female education is represented by the existence of one Municipal school in the city of Dera Ismail Khan; and even in this the attendance shows a lamentable falling off from 101 to 63 during the year.

"It is satisfactory to note that the Mussalmáns of the district are beginning to feel the necessity of education, and that their number in the City school is reported to have risen from 50 to 82. Altogether the district contains 207,282 male Mussalmáns, of whom 804 are attending Public schools; whereas of the 29,711 Hindú males 1,238 are at school.

"There are 308 Indigenous schools attended by 2,665 pupils, of whom 1,851 learn Arabic and the Qurán, 338 Lande or Mahájní, 319 Persian, 91 Hindí or Nágrí, 34 Sanskrit, and 32 Urdú. According to race or creed, 491 are Hindús, 2,166 Mussalmáns, and 8 others. Mr. Harvey inspected one school at Mankera, and on his recommendation a reward of Rs. 20 was given to the teacher. A monthly grant of Rs. 6 is made to a school of this kind at Chandwán on the extreme border.

Dera Gházi Khan.

34. "

Male population	200,667
Number of males to each boy at a Public school	74
Number of boys reading in the Primary stage to each boy in the Secondary stage	11
Number of males to each boy at an Indigenous school	145

"The district contains 34 schools, or 3 more, with 2,521 scholars, or 214 more than in the previous year.

"There are six Secondary schools, all of the Middle grade, including the District school at head-quarters. The other five schools are Vernacular Middle schools, and are at Rojhán, Jámpur, Dájal, Tausan and Rájanpur. At the last-named school English used to be taught from 1868 to 1874, when it was discontinued for want of proper attendance; but sanction has recently been accorded to the revival of that study at the earnest request of the people, supported by a private monthly subscription of Rs. 20 towards the extra cost. The attention of the Deputy Commissioner was drawn to the question of keeping two Middle schools at Dájal and Jámpur in one and the same tahsíl, and on the advisability of abolishing the Middle department at Rojhán. But both these schools have been allowed to be retained on specified conditions. The progress made in the Secondary schools is, on the whole, very satisfactory, and the District school is gaining popularity. The total number of boys attending Secondary schools is 224 with 94 reading English, against 198 with 83 reading English in the previous year.

"The Primary schools are 27, or 3 more than in the previous year, in the district. Including the Primary departments of Secondary schools, the aggregate roll in the Primary stage has risen from 2,323 to 2,511, and the number learning English from 108 to 130. Mr. Harvey gave a very favourable account of the general condition of these schools. A Mission Vernacular Primary school has lately been started in the town of Dera Gházi Khan, and will appear in future returns.

"The accommodation in the District school is insufficient for its increased attendance, and there appears no prospect of its being enlarged during the present year, as funds for the purpose are not forthcoming. The buildings

of the Vernacular schools throughout the district are in good repair and sufficiently furnished. There is no boarding house attached to the District school at the head-quarters.

Dera Gházi Khan.

"The total expenditure on education during the year was Rs 14,396, showing an increase of Rs. 813 over the amount of the previous year. The expenditure on Anglo-Vernacular Secondary (district) school has been Rs. 5,072, on Vernacular Secondary schools Rs. 3,502, and on Vernacular Primary schools, including branches of the District school, Rs. 5,822. Of the total amount, Rs. 3,301 were paid from Provincial revenues, Rs. 6,770 from local rates, Rs. 2,175 from Municipal funds, and Rs. 2,150 from fees. The Municipalities of Dera Gházi Khan have been liberal in supplying Rs. 240 for scholarships to deserving boys, and about Rs. 100 in aid of the school fees for certain poor boys.

"Tuition fees are levied in the District school and its three branches only, and the collections for 1884-85 amounted to Rs. 2,150, against Rs. 1,843 in the previous year, including a contribution from the Municipality in aid of certain poor boys. The instruction in all the other schools is gratis.

"Female schools on the Government system of education are unknown in the district.

"The Hindú population of the district is 25,890, of whom 1,401 are at school. The Muhammadan population is 193,671, of whom only 1,320 are at school, though the proportion of Muhammadans is very much larger in Indigenous schools, as the figures in the following paragraph will show :—

"There are 181 Indigenous schools with 1,377 scholars, of whom 120 are Hindús, and 1,256 Mussalmáns. Of these scholars, again, 992 are returned as learning Arabic or the Qurán, 259 Persian, 89 Urdu, 19 Sanskrit, and 18 Hindí or Nágrí. The Assistant Inspector examined five schools, and recommended a reward of Rs. 96.

Bannu.

35. "Male population 177,503

Number of males to each boy at a Public school	96
Number of boys in the Primary stage to each boy in the Secondary stage	38
Number of males to each boy at an Indigenous school	44

"The number of schools has risen from 29 to 32, and that of scholars from 1,602 to 1,858 during the past year. There is no Government Anglo-Vernacular school in the district, but there is an Aided Mission school and an Unaided School at Bannu, in both of which English is taught to the Middle standard. The Unaided school was started in September 1883 in consequence of some opposition of the inhabitants towards the Mission school. Both the schools, though not in a high state of efficiency, are doing good work in a frontier place. There are two Vernacular Middle schools at Lakki and Miánwáli, which are making good progress. On the Anglo-Vernacular side there were only 9 boys in the Middle stage against 8 last year, while on the Vernacular side there were 39 against 35.

"The Primary schools are 28 in number with 1,806 pupils, against 1,559 in the previous year. Mr. Harvey was well satisfied with the general condition of the schools, especially of those in the Miánwáli tahsíl. The Deputy Commissioner advocates the elevation to the Middle grade of the school at Isa Khel, as he thinks that the existing Middle schools do not turn out a sufficient number of Middle passed men for employment as teachers ; but the difficulty that presents itself in the matter is how to secure a proper attendance for Middle classes, as there is a Middle school on either side of the Indus, which seems sufficient for the tract of the district of which Isa Khel is the centre. There is a so-called Branch Islámia school attached to the Unaided Anglo-Vernacular school in Bannu, which is intended for the religious instruction of Muhammadan boys.

"The schools, with a few exceptions, are provided with suitable buildings, but there is much need for boarding houses in connection with the Vernacular Middle schools. The Unaided school at Bannu is also insufficiently accommodated.

"The total expenditure on education in the district during the year has been Rs. 10,751, or Rs. 889 more than in the previous year. Of this Rs. 1,200 were contributed from Provincial revenues, Rs. 6,033 from local cesses, Rs. 942 from Municipal funds, Rs. 82 from tuition fees, and Rs. 2,494 from private subscriptions.

"No fees are levied in this district, except in the Anglo-Vernacular schools, and the total amount collected during the year under report was only Rs. 82, against Rs. 216 shown in the returns of the previous year. This

Chap. I, B, 35.

State of education in each district.

deficiency in the amount of fees is, however, more than made up by an increase of Rs. 166 in the amount from private subscriptions.

"There is not a single school for native girls in the district, either Aided or Government.

Bannu.

"The total male population of Hindús in the district is 17,203, and of these 629 attend Public schools; the attendance of Muhammadan boys at school is 762 out of a total male population of 159,565.

"According to the latest returns, there are 459 Indigenous schools in the district, containing 4,019 pupils, of whom 3,748 are Mussalmáns, 262 Hindús, and 9 others. Of the whole number, 3,433 are learning the Qurán or Arabic, 301 Persian, 111 Mahájní or Lande, 94 Gurmukhi, and 66 Urdú. Mr. Harvey examined 2 of these schools, and recommended a payment of Rs. 60 in reward for their work. It is worthy of remark that the school at Sanwas supplied 7 successful candidates to the Lower Primary examination.

Ráwalpindi Circle: Ráwalpindi.

36. "The male population of the Ráwalpindi district numbers 449,287 souls. There are 6,849 native boys reading in the Primary and 340 in the Secondary department of Public schools.

"Thus 1 boy to every 62½ males is at school, and 1 boy is reading in the Secondary to every 20 boys reading in the Primary stage. Taking the former proportion, this district ranks second in the whole circle.

"There is a marked difference, from an educational point of view, between the north and west portions, as compared with the other portions of the district.

"In the Murree tahsíl, which is to the north of the district, there is only one Vernacular Primary school, and there does not appear to be a wish for any more, so far as the people are concerned. In the Pindigheb, Fatehjang and Attock tahsíls, towards the west, the schools are few in number and small in size, while in the other tahsíls the schools are larger and in greater numbers, and there is more life in them in school work, as is shown by there being three Vernacular Middle schools within a radius of about three miles in the Gujar Khan tahsíl, by the recent establishment of a large Anglo-Vernacular school in the Ráwalpindi tahsíl, and by repeated applications for a Middle Vernacular school in the Kahúta tahsíl, which tahsíl already has the largest Vernacular Middle school in the district.

"There are 8 Secondary schools in the district, 2 of them Anglo-Vernacular, and the others Vernacular. The 2 Anglo-Vernacular schools are in the city of Ráwalpindi. One of them is a Mission school, and trains up to the Entrance standard. The other is a Municipal school and of the Middle grade. There is a Government Municipal Anglo-Vernacular Primary school at Hazro; but the study of English has been only recently established in this school, and the continuance of English is to be made to depend on whether the people will contribute towards the expenditure on it.

"The Government Vernacular Middle schools are 6 in number, at Gujar Khan, Sukhu, Guliána, Pindigheb, Kallar and Hazro. The Middle school at Pindigheb, with its 17 students, is a very useful one, inasmuch as it stands all by itself far away from the other Middle schools, but it must always be a small one, as it has very few Primary schools round it. The Hazro Vernacular Middle school has been injuriously affected by the introduction of English into its Primary department, many of the Middle class boys going down to this latter department for English instruction. The Primary school at Hazro, however, being a large one with 270 students in it, the Middle school there will in time rank amongst the largest Middle schools in the whole circle, whether as Anglo-Vernacular or Vernacular; all the other Middle schools may be set down as in a satisfactory state. At the Middle School examination held in April last, 43 candidates went up from the 6 schools, and 41 of them passed.

"The total numbers reading in the several departments for last year and this, respectively, are—Anglo-Vernacular High, 21 and 17; Anglo-Vernacular Middle, 79 and 164; Vernacular Middle, 143 and 181.

"There are 58 Government Primary schools in the district, of which 2 with 651 scholars are Anglo-Vernacular. Including the Primary department of Secondary schools, the total numbers in the Primary stage have risen during the year from 5,817 to 6,045, and the number reading English from 109 to 200. English was only commenced about two years ago. No schools were opened or closed during the year. All the schools are generally in a satisfactory state. The most backward ones are those in the Pindigheb and Fatehjang tahsíls. A large proportion of the Headmasters have got certificates. The number of assistant teachers with Middle certificates is increasing. Applications have come in from several Primary

Chap. I, B, 36.

State of education in each district.

Vernacular schools to be raised to the Middle grade, and one school has also petitioned for English. It now remains to be seen whether any, or how many, of these schools will be formed when the people see that they will have to contribute towards the expenditure.

"The school buildings are generally satisfactory in quality, but the majority of them are far too small for their requirements. The Middle schools at Kallar, Gujar Khan and Lakki have fair boarding houses attached to them. The other Middle schools have no boarding houses, though they all require them, except Pindigheb.

Ráwalpindi Circle Ráwalpindi.

"The expenditure on Primary education from District funds is much larger in proportion in this district than in the others. The amount spent on Secondary education ought to be larger than it is, as most of the Middle schools require additional teachers to their staff. The Municipalities appear to be as liberal as they can afford to be towards education.

"The sum of Rs. 12,618 was spent during the year on native boys' schools from district funds, or equal to almost 20 per cent. of the whole income from that source.

"The expenditure from Municipal income was Rs. 4,839, equal to a little over 3½ per cent. With regard to this last item, it should be noticed that, in the first place, the percentage is taken from the whole income, over Rs. 22,000 of which belongs to the Murree Municipality, and cannot be used except in Murree. In the second place, there was a further sum of Rs. 1,020 spent from these Municipal funds on the Female schools all over the district.

"There are no scholarships or stipends given in Primary schools. There is a quite sufficient amount of these given in Middle schools. The Middle school scholarship, which is generally one rupee per mensem in this and in two of the other districts of the circle, may be considered as nothing more than a retaining fee to the recipient to keep him from going elsewhere for the three years immediately succeeding the Primary examination.

"The total fee income in all schools has risen from Rs. 3,425 to Rs. 4,205. Of this latter amount Rs. 3,543 was contributed by the 3 Anglo-Vernacular (2 Municipal and 1 Mission) schools in the district. In the Municipal schools at Ráwalpindi and Hazro fees are taken according to half the rates in force in District schools. In the Mission school fees are levied according to salaries, but there do not appear to be any fixed rates as in Government schools.

"In the Vernacular schools fees are only taken from non-agriculturists, and the same rates, half anna rising to two annas, are levied in both Middle and Primary schools.

"The Normal school is reported on separately, as it is not special to the district nor even to the circle, since preparatory classes are composed of men sent from other circles.

"There are 29 Female schools in the whole district, or 2 less than at the end of the previous year. Four of them, with 246 girls, belong to the Mission Society, and are situated in the city of Ráwalpindi; 25, with 873 girls, are called Bedi Khem Singh's schools, and are distributed all over the district. The total increase of pupils is 37 for the year. Education in all these schools may be said to be of the very feeblest description, with this difference between the above two classes of schools that in the Mission schools one sees what is going on, and they are in charge of persons who have the welfare of female education at heart, so that hopes of progress may be entertained; whereas in the other class of schools we know, from the fact of a school never being visible unless notice of a visit is given beforehand, and from the little shown when the visit is paid, that the chief object at heart is the salary derived from the school.

"All the European schools in this circle are in this district; and as they are not under the charge of the local Inspector, but under the Inspector of the Lahore circle, they will be reported on by this latter officer.

"In the whole district the number of Muhammadan pupils is 3,596, or 50 per cent. of the whole attendance, and a trifle less than 1 per cent. of the Muhammadan male population.

"There are no schools for Chamárs or other low caste natives in the district.

"The returns for this year show 1,417 Indigenous schools with 17,008 scholars, of whom 14,996 are said to be Muhammadans."

Jhelum.

37. "The male population of the Jhelum district numbers 313,448 souls. There are 5,054 native boys reading in the Primary and 245 in the Secondary department of all those schools where these departments are recognised. Thus 1 boy to every 59 males is at school, and 1 boy is reading in the Secondary to every 20 boys in the Primary stage. With regard to the former proportion, this district ranks first in the whole circle.

Chap. I, B, 37.

State of education in each district.

Jhelum.

"The Talagang tahsíl has got fewer schools than the other tahsíls, but with this difference the educational operations appear to be fairly distributed over the whole district. Each of the four tahsíls has got one school, and one tahsíl two schools of the Middle grade; that in the Pind Dádan Khan tahsíl being an Anglo-Vernacular one, while the others are Vernacular.

"Besides these five Middle schools, there is also the District school of the Middle grade in the city of Jhelum. In all these two Anglo-Vernacular and four Vernacular schools there were, at the end of the year, 119 scholars in the former and 126 in the latter receiving Secondary instruction. These numbers show an increase over the previous year of 25 scholars learning English and 27 learning Vernacular. Thirty-three Anglo-Vernacular candidates (9 more than last year) joined the Middle School examination at the end of this year, and 30 of them passed (increase of 14); 43 (17 more than before) joined the Vernacular examination; and 36 passed (increase of 18). All the Middle schools are in a satisfactory state, except that at Bhow. This school, which was opened only a couple of years ago, is situated within six miles of the large Vernacular school of Chakwál, and this proximity, under present circumstances, prevents it from turning out very much as regards size. The residents of Chakwál, however, are making great efforts to have their school changed into an Anglo-Vernacular one, and have subscribed Rs. 2,000 towards this object. If this takes place, Bhow will then become the only Vernacular Middle school in the tahsíl, and will consequently get all the students of neighbouring schools, who will carry on Middle education in the Vernacular.

"The Government Primary schools of the district are 40 in number, 2 Anglo-Vernacular, with 657 scholars, 204 learning English, and 38 Vernacular, with 3,806 scholars. These numbers show an increase for the year of 2 schools of 25 scholars learning English, and of 143 Vernacular students. About one-half the whole number of teachers employed on salaries above Rs. 5 per mensem have either Middle or Normal school certificates. The school buildings are generally satisfactory as regards their condition; but in almost every school as many boys have to sit outside of the building or in the verandah as can be accommodated with sitting room inside. The only school that has a regular boarding house attached to it is the District school. The large Anglo-Vernacular school at Pind Dádan Khan, which is said to be attended by 50 boys not belonging to the town, has no boarding house, but arrangements are going on for supplying the want. The Vernacular Middle schools have no houses for outsiders to live in, but these are accommodated in small rooms of the school buildings.

"The amount spent on education is about 16 per cent. from District funds and about 5 per cent. from Municipal funds. Only two other districts in the circle spend at a higher rate from both funds. The actual expenditure, Rs. 13,050, from both funds ranks second in the circle. The total fee income has risen for the year from Rs. 2,451 to Rs. 3,725. The rates for fees are just the same as those taken in other districts.

"There are 14 Female schools in the district with 645 girls attending them. All these schools, except one Mission school with 140 scholars, are styled Bába Khem Singh's Aided schools. The account of female education in the Ráwalpindi district, given at page 33, will apply to female education in the Jhelum district, except that it may be added that the Mission school here is more advanced than any of the Mission schools at Ráwalpindi.

"There are no European schools in the district, nor does it appear that any are wanted.

"Out of a total number of 5,299 boys at school in the whole district, 2,901 are Muhammadans. This gives 54 per cent. on the whole attendance for Muhammadans, and nearly 1 Muhammadan boy in school out of every 100 of the Muhammadan male population.

"This last percentage, however, does not show very much, as there are only about 54 schools from which the above statistics are taken, scattered amongst the 950 villages in the district, so that there must be thousands of boys not within the reach of a school, even if they had any desire to attend one.

"In order to find out accurately the exact extent to which our system of education is appreciated by the Muhammadan population, the percentage ought to be taken between the attendance of Muhammadan and the number of the Muhammadan male population within reach of these 54 schools—say within a radius of a couple of miles of each of these schools.

"There are no schools for low caste natives in the district, nor are there any European schools.

"The latest returns of Indigenous schools show 704 schools with 9,547 scholars, of whom 8,285 are said to be Muhammadans. In addition to the

schools under the department and district authorities mentioned above, there are also 15 purely private Vernacular schools of the Primary grade, the boys of which came in to be examined by the Inspector during his tour the last two years, and the teachers got rewards according to the results of those examinations ; 591 boys were said to be attending these schools, 242 of these (in and above the second class) came in for examination, and 116 out of this number obtained rewards for their teachers, amounting to a sum of Rs. 376.

Jhelum.

38. "The male population of the Gujrát district numbers 362,162 souls. There are 4,895 boys reading in the Primary and 434 in the Secondary department of Public schools recognised by the department. Thus 1 boy to every 68 males is at school, and 1 boy is reading in the Secondary to every 11 boys in the Primary stage. With regard to the former proportion, the district ranks third in the circle, and with regard to the latter it ranks first ; the number of boys receiving Secondary education being nearly 100 more than the corresponding number in the Rawalpindi district, which comes next to it.

Gujrát.

"There are 6 Secondary schools in the district, 2 Anglo-Vernacular and 4 Vernacular. The former are in the town of Gujrát—one, the District school, which is of the High grade, and the other a Middle grade Mission school. The total numbers in the several departments for last year and this year, respectively, are—Anglo-Vernacular High, 54 and 49; Anglo-Vernacular Middle, 163 and 185; Vernacular Middle, 128 and 200. These numbers show an increase of 22 Anglo-Vernacular and of 72 Vernacular schools. For the last Entrance examination there were 30 candidates and 7 passes, against 28 and 6 respectively for the previous examination. At the last Middle School examination there were 64 candidates and 49 passes from the two Anglo-Vernacular schools, against 53 and 23 respectively for the year before, and 45 candidates and 31 passes for the Vernacular examination, against 18 and 11 respectively. The above results for the Middle School examination show an improvement over the former year, but they are not as good as those of schools in other districts, nor as good as the state of the schools at the time of inspection would have led one to expect.

"There are 41 Primary schools in the district (same as last year) with 4,895 scholars. Of these 910 (or 64 more than before) are in the Upper Primary and 3,985 (464 more than before) in the Lower Primary department, or a total increase of 528 scholars for the year. The number learning English in the Primary department is 191, or an increase of only 8 over the previous year. There was no increase of Primary schools for the year ; but a new Branch school was established, and one very unsatisfactory old Primary school was closed and a new one opened elsewhere. The state of all the Primary schools is on the whole satisfactory. The least satisfactory, both in size and quality of instruction, are in the worst portion of the district bordering on Shahpur. This is the only district in the circle in which an attempt is made to have branches attached to Vernacular Primary schools; and there are four such branches.

"The school buildings are generally satisfactory, but, as in other districts, small for their requirements. One house was built during the year at a cost of Rs. 500, and arrangements are being made to enlarge one of the Middle school buildings at a cost of Rs. 2,000. The expenditure on education in the whole district is about 17 per cent. from District funds, and about 3¼ per cent. from Municipal funds. With regard to the whole amount spent (Rs. 11,150), the district ranks third in the circle ; but the proportion allowed from Municipal funds is lower than in any of the other districts, except Peshawar.

"The total amount of fees taken from all schools during the year was Rs. 1,213; or an increase over the previous year of Rs. 294. The rates in force are the same as in other districts ; that is to say, the District school conforms to the District school scheme ; the Mission school rates are lower, though, as in other Mission schools, it has no regular fee scheme to act on ; and the Vernacular schools levy from half up to two annas in both the Middle and Primary departments, and only on non-agriculturists. There are no native Female schools nor schools for low caste natives, either male or female, nor schools for Europeans in the district. Out of the 5,329 native boys in school, the Muhammadan population contributes 3,126, or 59 per cent, nearly of the whole attendance—a larger proportion of Muhammadans at school than in any of the other districts except Peshawar. With regard to the number of the male population of Muhammadans, however, there is only about 1 per cent. under instruction in our schools. There are said to be 1,080 Indigenous schools in the district with 10,392 scholars, of whom 8,792 are set down as Muhammadans.

Chap. I, B, 39.

State of education in each district.

Shahpur.

39. "The male population of the Shahpur district numbers 2,21,676 souls. There are 2,654 native boys reading in the Primary and 166 in the Secondary department of Public schools. Thus 1 boy to every 78½ males is at school, and 1 boy is reading in the Secondary to every 16 boys reading in the Primary stage.

"There are 4 Secondary schools in the district. One of these is the District school at Bhera, which was raised to the High grade at the beginning of the year, and 3 are Vernacular Middle schools.

"The total numbers reading in the several departments for last year and this, respectively, are—Anglo-Vernacular High, 0 and 12; Anglo-Vernacular Middle, 70 and 85; Vernacular Middle, 61 and 69. The total increase for the year, therefore, is 27 on the Anglo-Vernacular and 8 on the Vernacular side.

"There were 7 candidates for the Punjab University Entrance examination at the end of the year under review, and 6 of them passed. At the Anglo-Vernacular Middle School examination at the end of the year there were 19 candidates (all from the Bhera Middle school), and all passed; for the same examination in the Vernacular 12 candidates and 9 passes. Middle school education in the district, so far as what there is of it, is carried on very fairly. Three out of the four Middle schools passed all their candidates; the fourth school passed 3 out of 6 candidates, which, under ordinary circumstances, would be considered tolerably fair. One of the Vernacular Middle schools, that at Khushab, though very good in instruction, is a very nominal one in size, having only about a dozen students in it; but being situated on the far side of the river Jhelum, it is the nearest Middle school to the hills, from which boys might be induced to attend it, if attracted with suitable scholarships.

"There are 41 Government Primary schools in the district, of which all are Vernacular, except the one attached to the District school at Bhera. The total number of students in the 40 Vernacular schools has risen during the year from 2,647 to 2,654, and the number reading English in the Anglo-Vernacular schools from 121 to 128. There has been no change in the number of schools during the year. The state of Primary education in the Shahpur district may be considered as holding a middle position between the education in the other districts of the Ráwalpindi division and that in the Peshawar division. The schools there are as inferior in size and quality to the schools in Gujrát, Jhelum and Ráwalpindi as they are superior to those in Peshawar, Hazára and Kohát.

"There has, however, certainly been signs of progress in the district within the last two years. Out of 57 teachers in the district on salaries of five rupees per mensem and above, 35 have got certificates either from the Middle or Normal schools, and, according as this latter number increases, the education will improve.

"The school buildings are, as a rule, in a satisfactory state, but there are no Boarding houses attached to any of them.

"About 15 per cent. of the District fund income and 8½ per cent. of the Municipal income are spent on education in the district. The amount contributed by Municipalities is greater here than in any other district of the circle, except Hazára.

"The rates of fees are the same here as in other districts; the District school levies them according to the prescribed District school scheme, and in the Vernacular school they are collected at the rate of half an anna up to two annas. The total amount collected this year was Rs. 2,505, of which Rs. 2,122 came from the District school alone; and the collection for the previous year amounted to Rs. 2,037 (Rs. 1,733 of this from the District school).

"There are two Female schools (same as last year) under the district authorities, containing 76 pupils, or 19 less than before. They are both situated in the town of Shahpur.

"There is no school anywhere in the district for natives of low caste, nor is there any European school.

"Of the total number of 2,820 boys attending Government schools, 1,071, or 38 per cent of the attendance, are Muhammadans. Of the Muhammadan male population not more than one-half per cent. is in the Government schools. These proportions for Muhammadans are lower in this district than in any of the others, and the only way in which this can be accounted for is that the majority of the schools are on or close to the high road between Miáni and Sáhiwál, and comparatively few are up in the hills or out in the jungles, where the Muhammadans are to be found in the greatest numbers.

"The Indigenous schools are 545 in number, containing 6,242 pupils. Of these 4,818 are Muhammadans. Chap. I, B, 39.

State of education in each district.

40. "The male population of the Peshâwar district numbers 329,524 souls. There are 2,238 native boys reading in the Primary and 174 in the Secondary department of Public schools. Thus 1 boy to every 136 males is at school, and 1 boy is reading in the Secondary to every 13 (nearly) boys reading in the Primary stage. Shahpur.

"There are 5 Secondary schools in the district; 1 belongs to the Church Mission Society, and the other 4 are under the district authorities. The former is the only Anglo-Vernacular school in the whole district, and is of the High grade; the 4 Vernacular schools are of the Middle grade. The total number reading in the several departments for last and this year, respectively, are—Anglo-Vernacular High, 16 and 21; Anglo-Vernacular Middle, 67 and 90; Vernacular Middle, 47 and 63. The Anglo-Vernacular Mission school, which is in the city of Peshâwar, sent up at the end of this year (May 1885) 7 candidates to the Calcutta Entrance examination, and 3 of them passed, and 12 candidates to the Punjab University Entrance, and 5 of them passed. The same school sent up 19 Anglo-Vernacular candidates to the last Middle School examination (April 1885), out of whom there were 16 passes; 2 of the Vernacular schools sent up 9 candidates, and 8 of them passed. The Peshâwar Mission school, which has the monopoly of all the English instruction in the district, is of long standing, and may be considered in a very satisfactory state. Three out of the four Vernacular Middle schools were only very recently established, and one of these sent up students to the Middle School examination for the first time this year. It is hoped that nearly 30 candidates will be joining the examination from the four schools next year, and with this number of students coming out of the Middle school, whether they all pass or not, there ought to be a very marked effect on the teaching staff in Primary schools, when teachers belonging to the district will be forthcoming in numbers, instead of the majority of them being outsiders, as is the case at present. Peshâwar.

"The Government Primary schools, all of which are Vernacular, are 31 in number, with 1,823 scholars, and the Primary department of the Mission school contains 415 scholars, of whom 262 are learning English. The above numbers show an increase of two Primary Vernacular schools and an increase of 284 scholars.

"The sum spent on Native Boys' schools from District funds during the year was Rs. 6,650, or 8½ per cent. of the income. The sum of Rs. 1,298 spent from Municipal funds does not appear to be equal to even one per cent. of the income from that source.

"There are 2 Female schools under the Mission, with 133 girls, or 7 more than last year. These schools, though in an elementary state, are getting on fairly.

"Of the 2,412 scholars attending the Government and Mission schools in the Peshâwar district, 1,912 (79¼ per cent. of the whole attendance) are Muhammadans. This number represents about ⅝ per cent. of the Muhammadan male population of the whole district.

"The Indigenous schools are 947, with 8,462 scholars, of whom 7,600 are Muhammadans. There are no European schools or schools for low caste natives.

41. "The male population of the Hazâra district numbers 218,616 souls. There are 1,601 boys reading in the Primary and 49 in the Secondary department of Public schools. Thus 1 boy to every 132½ males is at school, and 1 boy is reading in the Secondary to every 32¾ boys reading in the Primary stage. The former proportion is better than in the other two districts of the Peshâwar division; but in this proportion of the attendance to the male population the district is far behind Shahpur, the worst of the districts of the Râwalpindi division, which has 1 school boy to 78⅗ of the male population. It will be seen from the above figures that education has not made much more than a beginning in the district, but it only wants money to double the present amount of educational operations. Forty schools would flourish here just as well as the present number of 22 if funds were forthcoming. I cannot help thinking that the district would be now in a more advanced state if schools that were started some years ago had a longer lease of life given to them, and were not closed as quickly as they were, merely because they did not make as rapid a progress in attendance as would have been expected in the most advanced districts. Hazâra.

"There are three Secondary schools in the district, all of the Middle grade; one of them is the District school at Abbottabad, and the other two are Vernacular schools. The former contains 25, or 9 more than last year, and the latter contains 24 students, or 7 more than before. The Middle school

Chap. I, B, 40.

State of education in each district.

Hazára.

at Haripur will before long lose its Vernacular existence, as its Primary department is Anglo-Vernacular. The second Vernacular Middle school at Sarái Sáleh, which was only established very recently, was started to take the place of the Haripur Middle school as a Vernacular institution. The District school at Abbottabad is satisfactory, so far as the quality of the education given in it is concerned, but it will never be a very large one, as there are no materials at hand in Abbottabad to form a large institution there. If the Anglo-Vernacular Middle school at Haripur turns out as flourishing as the size and position of the town would lead one to expect, it will be a question whether the Provincial funds spent in the Abbottabad District school would not be put to a far better use, by being transferred from this latter school to that at Haripur. Haripur is a place that could have a school of 400 pupils in it (it has 271 now in all its departments), whereas at Abbottabad the whole school, Middle and Primary, has only 140 scholars, and it is difficult to keep up even this number.* At the last Middle School examination there were seven candidates, and all passed from the District school; and the same number of candidates and all passed from the Haripur Vernacular school. The Sarái Sáleh school is not advanced enough yet to join the examination.

"There are altogether 24 Primary schools in the district containing 1,601 scholars, and 72 of these learn English in the two Anglo-Vernacular schools at Abbottabad and Haripur. The above numbers show a decrease of one school, an increase of 21 in the total attendance, and an increase of 17 in the number learning English The last inspection showed the schools to be going on satisfactorily on the whole, and there were signs of progress; but compared with the other districts of the circle, the state of education here is very low.

"The school houses (9 rented and 3 given free) are generally in a satisfactory state; but there is only one boarding house in the whole district, and that is attached to the Haripur school.

"There is a sum of Rs. 4,186 spent on both Middle and Primary education from District funds, and Rs. 1,855 from Muncipal funds. This last amount is equal to nearly 10 per cent. of the whole Municipal income, which is a larger proportion from this source than is spent on education in any other district in the circle. The total fee income has risen from Rs. 562 to Rs. 775 during the year. The whole of the former amount, except Rs. 8, was collected in the two Anglo-Vernacular schools. The levy of fees in the Vernacular Primary schools was instituted for the first time this year, and brought in Rs. 54, so that the remainder of the increase, or Rs. 159, fell to the share of the two Anglo-Vernacular schools.

"There are no Female schools, nor schools for low caste natives, under the department or the district authorities, nor is there any European school in the district.

"Of the 1,650 boys attending schools recognised by the department, 940, or almost 60 per cent. of the attendance, are Muhammadans. Of the Muhammadan male population of the district, not one-half per cent. is at school.

"The latest returns show 1,020 Indigenous schools with 11,193 scholars, of whom 10,648 are said to be Muhammadans.

Kohát.

42. "The male population of the Kohát district numbers 101,369 souls. With the exception of 4 Vernacular Primary schools containing 232 scholars (26 less than last year), the whole of the educational operations of the district are centred in the District school in the town of Kohát. All that can be said of the 4 Vernacular schools is that they are in as satisfactory a state as can be expected in a district where even the Indigenous education is in such a low condition as given below

"The District school at Kohát has 45 scholars in its Middle and 292 in the Primary department, showing an increase during the year of 11 scholars in the former and a decrease of 56 in the latter department.

"A part of this large decrease is due to the transfer of regiments which took away the boys belonging to them, and a good part is also due to greater strictness in cutting boys' names off the register for irregular attendance.

"The great feature of the school is the attendance of some 19 or 20 boys, the relatives of the different Kháns and of other men living out in the district who take a great interest in the school. At the last Middle School examination there were ten candidates and nine passes. The fee income fell during the year from Rs. 558 to Rs. 528 in both departments of the schools.

"There is a first-rate boarding house attached to the school capable of holding 33 boarders, and it is always well filled.

"The latest returns show 276 Indigenous schools with 2,169 scholars, all of whom, except 20, are said to be Muhammadans."

* The transfer is under separate consideration.—D.I.

CHAPTER II.

CONTROLLING AGENCIES.

	Para.		Para.
Superior Controlling staff	43	Educational Conference	48
Subordinate Inspecting staff	46	Inspection by Tahsíldárs	49
Improvement of position and revision of duties of Inspecting staff	47		

Superior controlling staff.

43. I have officiated as Director of Public Instruction throughout the year under report. During the cold weather I marched through portions of the districts of Amritsar, Gurdáspur, Hoshiárpur, Jullundur, Ludhiáná, Lahore, Gujránwála, Gujrát, Jhelum and Ráwalpindi, and visited Pesháwar. I inspected all the schools that lay on or near my line of march, and was much struck with the strong interest in education displayed by the people in the towns and larger villages, and especially with their very anxious desire for secondary education and instruction in English.

44. At the end of the year the superior Inspecting staff stood as follows:—Lála Piáre Lál held charge of the Umballa circle, assisted by Lála Amolak Rám; Mr. Sime held the Lahore circle, with Bábús Jai Gopál Singh and Hari Singh as his assistants; Mr. Thompson had the Ráwalpindi, and Mr. Harvey the Mooltan circle; while Bábú Pír Bakhsh was Assistant Inspector for the Frontier districts. Mr. Pearson had held the Umballa circle till his departure on furlough in July, and Dr. Stulpnagel the Lahore circle till Dr. Leitner's return from England in December. Lála Ságar Chand reverted to the Assistant Inspectorship of the Umballa circle for a short time during the cold weather.

45. As I shall not write the next annual report, I may be permitted to express my deep sense of the loss the Department has sustained in the transfer of Mr. Sime to the service of the Patiálá State as tutor to His Highness the Mahárája. As an officer he was distinguished by single-minded earnestness and enthusiasm, while all who had to deal with him will regret him as a friend. It is to be hoped that he may return to us after his release from the important functions he has now assumed. If, as is only too probable, Mr. Pearson does not return to India, we shall lose in him also an officer who for experience and cool sound judgment had no rival in the department, and who had won the warm respect and esteem of his fellow-workers. It is seldom that a single twelvemonth brings two such serious losses to so small a staff. The Secretary of State has confirmed Mr. Harvey in the office of Inspector with effect from the date of Mr. Cooke's retirement, in fulfilment of a pledge given to him by the Punjab Government. The transfer of Mr. Sime has afforded Government an opportunity, by the appointment of Lála Piáre Lál as Inspector of Schools, of at once rewarding long and faithful service, and carrying out the policy of advancing natives to the higher posts in the service. I may here notice the excellence of the reports sent in by Lála Piáre Lál and Lála Ságar Chand for the Umballa and Lahore circles respectively, from each of which several extracts are printed in the following pages.

Chap. II, 46.

Controlling Agences.

46. The work of the District Inspectors and Chief Muharrirs is, as a rule, very favourably reported of by the Inspectors. The staff still contains several men who are too old for the efficient discharge of their duties; but two or three of the most conspicuous instances have lately been removed from the department.

Subordinate Inspecting staff. Improvement of position and revision of duties of Inspecting staff.

47. There is much truth in the following remarks by Lála Piáre Lál, Inspector of the Umballa circle :—

"On the whole, inspection in all the districts has been fairly well done. In some districts, especially at Umballa and Gurgáon, where the area to be travelled and the number of schools to be visited are large, it is desirable that an assistant should be allowed. Under the present arrangements the District Inspector is sometimes compelled to visit two or more than two schools a day in order to complete his tour of the district every quarter. It is evident that such inspections cannot be but cursory and ineffectual for the purpose for which they are made. I am of opinion that during the first quarter, *viz.*, from the 1st April to the end of June, the District Inspector should watch the Schoolmasters at their work, take down notes, and point out to them defects in teaching, and the means of rectifying them. During the second and third quarters he should examine all the classes in some of their subjects and note the progress made by the boys in their studies. The third quarter should be devoted to a minute examination of all the classes in all their subjects. During all these inspections the several matters, besides examination, which require his attention, should of course be attended to."

I am distinctly of opinion that the subordinate Inspecting staff is the weakest point in the Punjab Educational Department. The officers are, as a rule, efficient, and in many instances conspicuously so. But neither have their numbers been augmented nor their position improved for many years, while the work to be done has increased enormously. The result is that the superior staff are burdened with much necessary work that should be done by inferior agency, to the detriment of their more important duties. The resolution of the Government of India on the report of the Education Commission held out hopes of assistance from Imperial revenues; and one of the first ends to which any such assistance would have been devoted would have been the strengthening of the Inspecting staff. Under existing circumstances, however, all immediate hope of such assistance is at an end; and it becomes a question whether three or even two searching annual inspections would not be of more advantage to the schools than four of a less thorough nature.

Educational Conference.

48. I had intended to convene a meeting of Educational officers in April or May to discuss this and certain other questions noticed in Chapter II. of my last report. But the meeting was postponed for two reasons. In the first place, it was useless to discuss such matters till the question whether we were to receive aid, which would necessarily entail a second revision of arrangements, was still undecided. In the second place, the work connected with the Middle School examination was unusually heavy this year, and occupied our whole staff throughout April and well into May. From next year the staff will be wholly relieved of this work; and it will be possible to arrange for an annual Educational Conference in the latter half of April or the first week in May, to which Managers of Aided schools, as well as Departmental officers, will be invited. It will probably be found convenient to fix, as far as possible, the subjects to be discussed at each Conference at the beginning of the cold weather, and circulate them widely with a brief note of the changes to be proposed. This will allow ample time for consideration, it will enable Inspecting officers to pay special attention to facts bearing upon the subject to be discussed during their annual tours, and it will afford to Managers in general an opportunity of formulating their opinion for communication to, and consideration by, the Conference. It is

impossible to take any steps towards the decentralisation, the necessity for which I pointed out in my last report, till educational charges and institutions are localised; as it would be worse than useless to introduce sweeping changes that would have to be reconsidered as soon as the localisation was complete.

Educational Conference.

49. The new rules for inspections of schools by the Tahsíl staff have not been without good effect. It will be seen, however, from the remarks of the Inspectors quoted below, that there is still great room for improvement. This must be effected gradually. The Inspectors note in their annual reports of district inspections the degree in which each Tahsíldár has attended to his duties; and I make a point of requesting the Commissioner to praise those who have done well and blame those who have done ill:—

Inspection by Tahsíldárs.

"*Umballa circle.*—The instructions contained in the Financial Commissioner's Circular No. 55, dated the 30th December 1883, enjoining Tahsíldárs to visit all the schools within their charges, have not been carried out fully in this circle. Some, however, of the Tahsíldárs have devoted both time and attention to education.

"*Lahore circle.*—The Tahsíldárs, as a body, do not take a warm interest in the cause of education. It is admitted that, since the issue of the Financial Commissioner's Circular No. 55, dated 3rd December 1883, their visits to schools have become more frequent—at any rate in some districts; but they are, for the most part, of a perfunctory character. What is wanted is, as remarked by Mr. Sime in his report on the Lahore district, that the Tahsíldárs should stir up the people, getting all within their tahsíls to act with them in favour of the cause of education.

"*Mooltan circle.*—The Tahsíldárs generally have been more active in visiting schools than before, and have done good in the way of inspiring the people with a desire for schools, more or less real or assumed at first, but which inevitably leads to good results in the end.

"*Rawalpindi circle.*—Owing to the Circular issued at the beginning of the year from the Financial Commissioner, the Tahsíldárs and their assistants have paid more frequent visits to the schools within their jurisdiction during the year. I found, however, that schools in some districts had not the one visit, according to the Circular, paid to them at the end of the year, and this I suppose will be brought to the notice of the Tahsíldárs concerned by their respective Deputy Commissioners."

UNIVERSITY EXAMINATIONS, 1885.

Examinations.		Government institutions.	Oriental College.	Other Provincial institutions.	Extra Provincial institutions.	Private students.	Total.
Calcutta Entrance	Institutions ...	6	...	13	...	..	19
	Candidates ...	22	...	65	...	1	88
	Passes	5	...	27	...	...	32
Punjab Entrance (Arts)	Institutions ...	13	1	19	7	...	40
	Candidates ...	282	3	208	21	134	648
	Passes... ...	151	2	102	6	33	294
Punjab Intermediate (Arts) ...	Institutions ...	1	...	2	...	...	3
	Candidates ...	46	...	19	..	16	81
	Passes... ...	19	...	7	...	3	29
Punjab B.A.	Institutions ...	1	1	2	...	...	4
	Candidates ...	13	1	4	...	6	24
	Passes	8	1	1	...	4	14
Punjab M.A.	Institutions ..	1	...	...	...	...	1
	Candidates ..	4	...	...	...	1	5
	Passes... ...	4	...	...	...	1	5
Punjab Entrance (Oriental) ..	Institutions ...	1	1	3	...	...	5
	Candidates ...	6	16	5	...	27	54
	Passes.	5	14	2	...	8	29
Punjab Intermediate (Oriental) ..	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	5	...	...	...	5
	Passes... ...	...	3	...	...	...	3
Punjab B.O.L.	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	2	...	...	...	2
	Passes	...	2	...	...	...	2
Punjab M.O.L.	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	2	...	...	...	2
	Passes... ...	...	2	...	...	...	2
Proficiency in Sanskrit (Prâgya) ...	Institutions ...	...	1	4	5	.	10
	Candidates ...	...	11	10	14	4	39
	Passes... ...	...	5	4	5	2	16
High Proficiency in Sanskrit (Vishârad).	Institutions ...	...	1	1	3	...	5
	Candidates ...	...	5	5	3	...	13
	Passes... ...	...	3	...	1	...	4
Honours in Sanskrit (Shâstri) ...	Institutions ...	...	1	...	2	...	3
	Candidates ...	...	2	...	2	1	5
	Passes.. ...	...	1	...	...	...	1
Proficiency in Arabic (Maulvi) ...	Institutions ...	...	1	3	3	..	7
	Candidates ...	...	8	9	11	6	34
	Passes... ...	...	7	5	4	2	18
High Proficiency in Arabic (Maulavi Alim).	Institutions ..	...	1	2	2	...	5
	Candidates ...	...	9	2	7	4	22
	Passes... ...	...	3	...	...	...	3
Honours in Arabic (Maulavi Fâzil)	Institutions ...	...	1	...	2	...	3
	Candidates ...	...	3	...	2	.	5
	Passes	...	3	...	...	..	3
Proficiency in Persian (Munshi) ...	Institutions ..	...	1	6	6	..	13
	Candidates ...	..	15	32	32	15	94
	Passes	...	3	10	13	4	30
High Proficiency in Persian (Munshi Alim).	Institutions ..	..	1	1	4	..	6
	Candidates ...	...	10	2	15	2	29
	Passes	...	6	...	4	2	12
Honours in Persian (Munshi Fâzil)	Institutions ...	...	1	1	2	...	4
	Candidates ...	...	1	5	3	..	9
	Passes... ...	...	1	2	...	...	3
Civil Engineering (First Examination).	Institutions ...	..	1	..	...	...	1
	Candidates ...	...	7	...	...	...	7
	Passes... ...	..	4	...	...	...	4
Law (First Examination)	Institutions ...	.	...	1	...	...	1
	Candidates ..	...	3	37	...	53	90
	Passes	...	...	9	...	7	16
Law (Final Examination) ...	Institutions ...	...	...	1	...	...	1
	Candidates . .	...	2	24	...	29	53
	Passes. . .	...	...	5	...	5	10
Medicine (First Examination) ...	Institutions ...	1	...	...	...	...	1
	Candidates ...	20	..	...	...	...	20
	Passes... ..	9	...	...	...	...	9
Medicine (Final Examination) ...	Institutions ...	1	...	..	...	...	1
	Candidates ..	19	...	...	...	...	19
	Passes	11	...	...	...	...	11

CHAPTER III.

UNIVERSITY EDUCATION.

	Para.		Para.
The Punjab University	50	St. Stephen's College, Delhi	56
University Examinations	51	The Oriental College, Lahore ...	57
Lahore Government College	53	The Medical and Law Schools ...	59

The Punjab University.

50. The Punjab University has continued during the year to exercise the functions of an advising body to the Punjab Government on matters educational. Unfortunately, the delay which has attended its disposal of references from Government, a delay partly inseparable from the ascertainment of the corporate opinion of a large body, and partly due to the fact that the attention of the Syndicate and Senate has been fully occupied of late by the internal affairs of the University, has greatly diminished the value of the aid which it has afforded. It is hoped that when the special enquiries in which the University is now engaged have been disposed of, it will be found possible to obtain the Senate's opinion more promptly upon matters which are referred to it. The third Convocation for the conferrence of degrees was held on the 15th November 1884, at which the honorary degree of D.O.L. was conferred on His Excellency the Marquis of Ripon. The Senate met for ordinary business on the 4th April, 26th April, 9th June, 31st October, and 31st December. During the year draft rules for public scholarships were considered and amendments suggested; the proposed alterations in the educational conditions for admission into the public service were considered, and an opinion expressed upon them; an entirely new set of rules were framed for the Middle School examination, the conduct of which was transferred to the University; and an exhaustive report on the Oriental College, together with a complete set of rules framed by a Committee appointed for the purpose, was considered, and the rules, as finally passed, were submitted to Government for sanction. The further changes that have taken place in the constitution of the Oriental College will be noticed below. The proposal of Government to transfer to the University its allotment for College scholarships was further considered, and has since been finally declined by the Senate. The expenditure for the year was Rs. 92,305.

University Examinations.

51. The table on the opposite page shows the result of the University examinations for the year. The number of candidates sent up by Punjab schools for the Entrance examination of the Calcutta University has again fallen from 96 to 88, while the number of passes rose from 30 to 32, of whom 7 were Europeans. Last year 9 Punjab candidates went up for Calcutta degrees; this year there were none. For the Punjab University Matriculation 648 candidates appeared against 438 last year, and 294 passed against 171. On the Oriental side the candidates fell from 56 to 54, and the number of passes, namely 29, was the same. For the Intermediate examination the number of candidates rose from 71 to 81 in the Arts, and fell from 15 to 5 in the Oriental Faculty. The candidates for degrees on both sides were 33 against 36 last year, but the number of degrees won rose from 15 to 23, including the first two M.O.L.'s of the new University. The Oriental Titles' examination showed 90 successful out of 250 candidates, against 79 successful out of the 297 candidates of last year. In the Professional examinations 50 passed out of 191, against 42 out of 195. Extra-Provincial institutions for the first time sent up candidates to the Entrance examination to the number of 11, while they also sent up 89 candidates for Oriental titles, against 54 last year. These figures show in a very striking manner the increasing popularity of our Provincial University.

Chap. III, 52. University Education.

52. The difficulty in attaining fixity of standard in University examinations is still unsolved, and I have received many complaints on the subject during the year. In paragraph 56 of my last report I urged the appointment of a Board of Moderators, and am still of opinion that this will have to be done, though I fully appreciate the many serious objections to such a measure. But one step it is in the power of the University to take immediately; and that is to increase the remuneration it offers to its examiners. The income from fees is largely in excess of the cost of examination, and though this is unobjectionable and even desirable so long as the conduct of the examination is efficient, yet the candidate who pays his fee has a right to insist upon this as a condition, and indeed will cease to present himself if public confidence in the examinations is shaken; and I do not believe that the University will continue to obtain the services of competent examiners at the rates at present offered.

Lahore Government College.

53. I print the Annual Report upon the Lahore Government College as Appendix A. Mr. Sime held charge of the office of Principal till the end of December, when he was relieved by Dr. Leitner. The numbers on the rolls at the end of the year rose from 128 to 186, and the average daily attendance from 118 to 151. Thus the number of students has increased during the past two years by 80 per cent., and this year's Entrance class is larger than ever, including no fewer than 139 students; and this notwithstanding that an enhanced scale of fees was introduced during the year. If, as there is every reason to expect, the numbers continue to increase at this rate, both accommodation and staff will shortly need enlargement. The former difficulty will be provided for by the transfer of the Central Training College to a new building which the liberality of Rái Mela Rám and some of his friends is enabling us to build. Measures for meeting the latter are now under consideration. Notwithstanding the large increase in numbers, the expenditure has risen from Rs. 46,477 to Rs. 49,674, or by only 7 per cent., while the fee income has risen from Rs. 2,760 to Rs. 3,717, or by 35 per cent., the fact that the increase is proportionately smaller than the increase in the number of students being explained by the fact that the latter is most marked in the lower classes. The expenditure on College scholarships has risen from Rs. 12,420 to Rs. 16,160, of which increase Rs. 2,280 has fallen upon Provincial revenues, under the old rule by which one scholarship was allotted to every four passes. Now that the University has definitely declined the transfer of the Government allotment, new rules have been issued fixing the number and value of College scholarships maintained from Provincial revenues as nearly as the fluctuating nature of the figures permits us to do. In a few years it will probably be possible to attain still greater fixity in this respect. The fact that 78 non-scholarship holders attended the College against 53 last year is most gratifying.

54. The results of examinations are summarised below. This year, for the first time, the results of the University examinations, by which the work of the year under report is tested, have been noticed, and consequently we have the figures of three years to compare instead of those of two only:—

Examinations.		1883.	1884.	1885.
Intermediate	Candidates ...	31	47	46
	Passes ...	14	26	19
B.A. ...	Candidates ...	12	11	13
	Passes ...	5	6	8
M.A. ...	Candidates ...	...	3	4
	Passes ...	...	1	4
Total ...	Candidates ...	43	61	63
	Passes ...	19	33	31

The results of the Degree examinations are most satisfactory. But I fear that the large proportion of failures in the Intermediate examination points to the fact that the lower classes are growing too large for Professors to manage single-handed.

55. The rules for the Government College were recast during the year in consultation with the Principal; and the new rules received the sanction of Government. They amply provide for the point noticed at the end of Dr. Leitner's report, namely, the throwing open the College classes to students who desire, without joining the College, to avail themselves of the instruction it offers in some one or more subjects. Such students were in attendance at the College during the incumbency of Mr. Sime, and I should be glad to see the utility of the College extended by a steady increase in their numbers.

St. Stephen's College, Delhi.

56. Mr. Allnutt, the Principal of the St. Stephen's College at Delhi, has kindly furnished me with a report on the working of that institution, which is printed as Appendix B. The number of students was 10 in 1882-83, 24 in 1883-84, and 39 in 1884-85. The expenditure has fallen from Rs. 704 to Rs. 600 per mensem, while the monthly fee income has risen from Rs. 28-8 to Rs. 100-8. These results are eminently satisfactory. The most pressing need of the College is suitable accommodation; and if, as is hoped, the Mission succeeds in securing the present Hospital building, it will have ample room to meet its probable requirements for many years.

The Oriental College, Lahore.

57. During the early part of this year new rules for the Oriental College were passed by the Senate. Shortly afterwards, however, the Chancellor proposed to place the College under the management of a Committee appointed by the Senate from among its members, to give it a fixed annual allotment from the University revenues, to permit it to receive subscriptions for its own purpose, and to confer upon the Committee a very large power of self-government. A series of resolutions and a set of rules embodying these proposals were passed by the Senate, and have received the sanction of Government, and practically supersede the rules which were framed by the Sub-Committee of last year. Another change that was carried into effect during the year was the transfer of the Government Professors of Arabic and Sanskrit from the Government to the Oriental College. The students of the former now study Oriental languages with the classes of the latter, while those students of the latter who desire to do so, read English in the former. Government has made a special grant to the University equal in amount to the salaries of the two Professors, on condition of the two chairs being maintained in a state of efficiency; and while the Oriental College staff is thus strengthened, and will be still more so when the present incumbents retire, the Government College students reap the advantage of the more numerous and varied staff which the Oriental College affords.

58. Notwithstanding the provisions of the University rules on the subject, no report on the working of the Oriental College for the past year has reached me. The results of University examinations, however, which are shown in the table at page 42, contrast most favourably with the exceedingly poor results noticed last year. The College passed 2 out of its 3 candidates for the Entrance examination on the Arts side, while its B.A. candidate obtained his degree. It does not, however, profess to prepare students for the Arts examination. On the Oriental side 14 out of 16 passed for the Entrance, and 3 out 5 for the Intermediate, while both the B.O.L. and the M.O.L. candidates were successful. For the Oriental Titles' examinations it passed 32 candidates out of 64, other Provincial institutions under private managers only passing 21 out of 65.

The Medical and Law Schools.

59. The Medical and Law schools, as already noted in para. 2 on the subject of classification, fall under "School Education, Special," and are noticed in Section C. of Chapter V.

GENERAL EDUCATION OF NATIVE BOYS—COMPARATIVE ABSTRACT.

Chap. IV, A.

Secondary Schools

Number	District.	Year.	Number of Scholars on Rolls on 31st March.					Number learning English.	Expenditure.			
			High Department.	Middle Department.	Upper Primary Department.	Lower Primary Department.	Total.		Provincial Revenues.	District and Municipal Funds	Fees.	Total.
1	Delhi ..	1884-85	104	466	835	3,977	5,382	952	22,292	17,031	11,548	65,382
		1883-84	98	382	774	3,984	5,238	816	23,166	17,226	8,840	64,745
2	Gurgáon	1884-85	16	235	501	3,370	4,122	200	5,893	17,637	3,172	26,702
		1883-84	19	214	428	3,504	4,165	173	5,374	17,048	3,033	25,455
3	Karnál ...	1884-85		137	308	1,825	2,270	249	5,279	10,889	2,111	18,279
		1883-84		132	302	1,906	2,340	253	5,933	10,625	1,879	18,437
4	Hissár	1884-85		80	240	1,771	2,191	177	5,259	9,565	2,568	17,392
		1883-84		71	205	1,797	2,073	141	4,549	10,259	2,025	16,833
5	Rohtak ..	1884-85		145	370	2,217	2,632	165	3,718	12,823	2,787	19,328
		1883-84		118	346	2,427	2,891	144	3,813	13,006	2,585	19,507
6	Umballa .	1884-85	15	425	737	5,322	6,499	880	11,450	22,221	6,085	44,619
		1883-84	7	373	763	5,343	6,486	886	11,776	21,324	5,845	43,340
7	Ludhiána	1884-85	70	447	733	3,088	4,338	821	9,082	23,177	6,474	40,097
		1883-84	105	387	725	3,311	4,528	758	9,556	21,014	5,876	38,038
8	Simla ..	1884-85	.	20	58	529	607	57	3,827	1,468	954	7,649
		1883-84		21	73	433	527	71	3,083	1,425	886	7,443
9	Jullundur	1884-85	50	567	1,110	5,377	7,104	1,027	13,325	20,927	7,474	45,885
		1883-84	49	558	1,093	5,087	6,787	1,078	13,288	21,039	7,424	46,220
10	Hoshiárpur ...	1884-85	50	534	1,120	3,845	5,549	273	8,009	18,024	4,638	30,825
		1883-84	52	534	1,064	3,721	5,371	298	7,829	17,673	4,387	29,986
11	Kángra ...	1884-85		104	500	2,411	3,015	167	4,201	10,858	1,415	18,952
		1883-84		85	427	2,280	2,792	150	4,650	10,586	1,060	18,906
12	Amritsar	1884-85	112	375	1,022	5,637	7,146	984	23,742	19,411	10,277	61,371
		1883-84	99	341	838	4,847	6,125	888	23,825	18,776	8,613	56,970
13	Gurdáspur ...	1884-85	43	343	1,059	4,864	6,309	775	12,691	23,788	8,303	48,355
		1883-84	49	305	953	4,749	6,056	680	12,661	22,886	7,511	45,380
14	Siálkot	1884-85	40	398	995	4,498	5,931	694	3,180	18,159	3,633	31,080
		1883-84	24	306	817	4,230	5,377	520	3,180	19,038	2,512	26,873
15	Lahore .	1884-85	279	512	938	4,749	6,478	1,995	27,197	13,726	12,388	60,586
		1883-84	170	502	822	4,788	6,282	1,962	29,071	12,559	10,936	57,408
16	Gujránwála ..	1884-85	59	336	935	4,371	5,701	634	6,095	13,096	5,995	29,810
		1883-84	44	263	801	3,870	4,978	571	6,800	12,354	4,789	28,171
17	Ferozepore	1884-85	13	211	575	3,472	4,271	272	2,703	13,420	2,850	20,701
		1883-84		191	502	3,292	3,985	237	2,972	13,354	2,638	20,469
18	Ráwalpindi ...	1884-85	17	342	1,110	5,720	7,189	861	4,197	17,457	4,205	27,817
		1883-84	21	222	909	5,820	6,972	680	3,840	16,394	3,425	26,258
19	Jhelum	1884-85	.	245	839	4,215	5,299	328	2,360	12,290	3,725	18,963
		1883-84		193	724	3,571	4,488	273	2,571	11,455	2,451	16,477
20	Gujrát	1884-85	49	385	910	3,985	5,329	425	6,669	11,050	4,143	23,667
		1883-84	54	291	846	3,521	4,712	400	8,168	10,570	3,849	24,570
21	Shahpur	1884-85	12	154	458	2,196	2,820	225	2,832	8,495	2,505	13,658
		1883-84		131	559	2,088	2,778	191	2,790	8,255	2,037	13,130
22	Peshúwar	1884-85	21	153	396	1,839	2,412	373	5,062	7,948	2,075	19,663
		1883-84	16	114	388	1,654	2,172	361	4,140	7,820	1,772	19,187
23	Hazára	1884-85		49	194	1,407	1,650	102	2,025	6,041	775	8,841
		1883-84		33	161	1,419	1,613	71	2,022	5,206	562	7,790
24	Kohát	1884-85		45	105	419	569	127	2,333	1,505	583	4,447
		1883-84		34	111	495	640	123	2,663	1,548	558	4,798
25	Mooltan	1884-85	39	228	353	3,022	3,942	488	6,088	18,495	4,968	32,033
		1883-84	37	215	619	2,911	3,782	479	6,427	16,295	4,629	30,599
26	Jhang ..	1884-85	38	209	377	1,529	2,153	392	6,114	8,551	2,365	17,153
		1883-84	46	186	367	1,373	1,972	350	6,295	9,063	2,083	18,207
27	Montgomery ..	1884-85		90	282	1,098	1,470	86	360	6,543	940	8,396
		1883-84		86	301	1,022	1,409	77	360	6,051	880	7,866
28	Muzaffargarh .	1884-85		69	254	1,041	1,364	50		8,453	726	9,253
		1883-84		61	266	1,218	1,545	141	..	9,278	330	9,608
29	D. I. Khan ...	1884-85	5	132	336	1,686	2,159	212	2,553	8,423	1,422	14,504
		1883-84		116	315	1,538	1,969	172	2,580	8,895	1,041	14,828
30	D. G. Khan ..	1884-85		224	355	2,156	2,735	224	3,301	8,945	2,150	14,396
		1883-84		198	352	1,971	2,521	191	2,940	8,800	1,843	13,583
31	Bannu ...	1884-85		64	261	1,625	1,950	97	1,200	7,764	145	11,814
		1883-84		43	171	1,388	1,602	31	1,200	6,118	216	9,862
	Province ...	1884-85	1,032	7,724	18,569	93,261	1,20,586	14,307	2,18,037	3,98,180	1,23,399	8,12,398
		1883-84	890	6,706	17,022	89,558	1,14,176	13,166	2,17,521	3,86,300	1,06,515	7,80,931

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

	Para.
SECTION A—SECONDARY SCHOOLS.	
Comparison with last year's figures impossible	60
Number of Secondary schools	61
Scholars in Secondary departments	63
Expenditure on Secondary schools	64
Results of Secondary examinations	65
The Middle School examination	67
General progress of Secondary education	69
Future prospects of Secondary education	70
Boarding houses	71
Private liberality	72
SECTION B—PRIMARY SCHOOLS.	
Number of Primary schools	73
Number of scholars in Primary departments	74
Expenditure on Primary schools	75
Results of Primary examinations	76
General progress of Primary education	77
SECTION C—GENERAL QUESTIONS.	
Expenditure on general public school education	79
Extension of English education	80
Scholarships	81
Fees	82
Physical training	83
Employment of students	84
Education in Native States	85

SECTION A.—SECONDARY SCHOOLS.

Comparison with last year's figures impossible.

60. The alteration in the classification of schools introduced by the Government of India rules, under which a High school is counted as a single school and its branches as separate, instead of, as formerly, its High and Middle departments and its Primary department with the branches being treated as three schools, greatly circumscribes the limits within which comparison of the figures for the year under report with those of the preceding year is possible. The number of scholars in the different stages can indeed be compared, as can the total income and expenditure from various sources. But with respect to the number of institutions, the cost of and fee income in Primary and Secondary schools respectively, and the average cost of education and fees paid by each scholar in either class of school, comparison is impossible. I shall therefore compare the total income from and expenditure on the general education of native boys in section C of this chapter. The table on the opposite page shows such statistics as are capable of comparison for 1883-84 and 1884-85 side by side.

Number of Secondary schools.

61. Though the figures do not afford us the means of comparing the number of institutions with those of last year, the following changes are shown by the Inspectors' reports to have taken place. In the Umballa circle a Middle department has been added to the Anglo-Vernacular Mission school at Kotgarh; English has been introduced into the Máchhiwára Middle school in Ludhiána; the Hindu Anglo-Vernacular Aided Middle school at Ludhiána has been brought on to the returns; the Beri Vernacular school in Rohtak has been raised to the Middle, and the Sohána Vernacular school in Hissar reduced to the Primary grade. In the Lahore circle, the Jullundur Aided Anglo-Vernacular Middle school, the newly-founded Islámia school of the same class at Amritsar, the High Anglo-Vernacular Mission school at Siálkot, a new Anglo-Vernacular Middle school at Gurdáspur, and the Islámia Vernacular High school at Gujránwála, have been brought on to the returns. The Jullundur Cantonment Anglo-Vernacular Middle school has been shown separately from the City school of the same Mission, the Vernacular school at Qila Didár Singh in Gujránwála has been raised to the Middle grade, and a High department added to the Vernacular school at Tánda in Hoshiárpur. In the Mooltan circle, High departments have been added to the Anglo-Vernacular Aided schools at Mooltan and Dera Ismail Khan. Thus, on the whole, we have 3 new High schools, of which 2 are Anglo-Vernacular; 8 more Anglo-Vernacular

Chap. IV, A, 61. Secondary Schools.

Secondary schools, and 3 new Vernacular Secondary schools; while the Middle department in one Vernacular school has been closed, and English introduced into another.

Number of Secondary schools.

62. The institution of a Vernacular High department at Tánda, the additional cost of which is largely borne by private contributions, is an especially hopeful sign. It is in such small towns, where no competition is, for the present at least, to be dreaded from Anglo-Vernacular schools, that we may most hopefully look for the revival of the higher Vernacular education; and I hope that the example thus set by the people of Tánda will be followed in other places. The following remarks by Lála Sagar Chand are worthy of quotation:—

"It has already been said that there has been a rise of 9 per cent. in the number of those desiring a Secondary education; but that while in Anglo-Vernacular students the increase has been more than 10 per cent., in Vernacular students it has been only 7 per cent. Anglo-Vernacular schools have therefore attracted greater crowds than Vernacular schools, and naturally, considering that an English education is so paying. The superior popularity of English is further evinced by the fact that the percentage of Vernacular Secondary scholars on the total number of Secondary students was last year 39·3, while this year it has fallen to 38·7. Though, therefore, English is encroaching upon the Vernaculars, our Vernacular schools are not languishing. They are to the villagers what District High schools are to the people of towns, affording some real cultivation to the mental powers, and are prized accordingly.

"Owing to this consideration, it seems to me that our Vernacular schools are not destined to be stamped out of existence by the advance of English. This latter can never become accessible to the masses on account of its costliness and difficulty, and our Vernacular Secondary schools must, for ever, remain the great means of superior mental cultivation to the people at large. That these views are not wholly unfounded may, perhaps, be held to be shewn by recent events. During the year under report, a Vernacular High school has been opened at Tánda in the Hoshiarpur district—the result of a spontaneous movement on the part of the people themselves. This may be considered as a set-off against the closing of the Vernacular High department of the Ludhiána school two years ago. An Aided Vernacular High school has also come into existence at Gujránwála. There is, in fact, ample room for expansion for both kinds of institutions; and Vernacular Secondary education may be expected to hold its own against English in the country."

Scholars in Secondary Departments.

63. The total number of scholars under Secondary instruction has risen from 7,596 to 8,756, or by 15 per cent.; those in High departments having increased by 16 per cent.; and those in Middle departments by 15 per cent. The number of students under Secondary, compared with those under Primary instruction, has risen from 1 in 13·9 to 1 in 12·8. The table at page 46 shows that this increase in the number under Secondary instruction extends to every single district in the Province, except Hoshiárpur, where there is a decrease of 2.

Expenditure on Secondary schools.

64. The expenditure on Secondary schools for boys amounts to Rs. 5,80,000, of which Rs. 2,15,000 was borne by Provincial revenues, Rs. 85,000 by District funds, Rs. 72,000 by Municipal funds, Rs. 1,15,000 came from fees, and Rs. 92,000 from other sources. The percentage of total expenditure on education from each source which went to Secondary schools was 32 in the case of Provincial revenues, 17 in the case of District, and 48 in that of Municipal funds, and 31½ on the whole. As already explained, no comparison with last year's figures is possible.

Results of Secondary examination.

The following table shows the results of the Entrance Examinations of the Calcutta and Punjab Universities during the past year, so far as Government and Aided schools are concerned. Nearly 58 per cent. of the number on the rolls at the beginning of the year went up for examination; and the percentage of passes to candidates rose from 47 to 49, or taking the Punjab University alone, to 52. Our boys are at a disadvantage at Calcutta, as we

do not prepare for that examination, and they have almost always read for the Punjab Examination as well. The percentage of passes to candidates from Aided schools was 46, or 3 better than last year.

Result of Secondary examinations.

ENTRANCE EXAMINATION, 1884-85 (GOVERNMENT AND AIDED SCHOOLS.)

NAME OF INSTITUTION.		NUMBER SENT UP FOR THE ENTRANCE. For the Entrance Examination of the			NUMBER THAT PASSED. In the Entrance Examination of the			Number on the rolls at beginning of the year.	Percentage of passes on numbers at beginning of the year.
		Calcutta University.	Punjab University.	Total.	Calcutta University.	Punjab University.	Total.		
Delhi ...	District School	7	40	47	2	26	28	75	37·3
	Mission „	...	11	11	...	8	8	23	34·8
Rewári	District „	...	6	6	...	5	5	19	26·3
Umballa	Mission „	1	3	4	1	3	4	7	57·1
Ludhiána ...	District „	...	18	18	...	14	14	81	17·3
	Mission „	18	15	33	6	7	13	24	54·2
Jullundur ...	District „	...	2	2	...	2	2	21	9·5
	Mission „	7	25	32	2	11	13	28	46·4
Hoshiárpur	District „	2	16	18	...	9	9	52	17·3
Gurdáspur	„ „	3	20	23	...	7	7	46	15·2
Batála	Christian Boarding School.	3	2	5	1	1	2	3	66·6
Siálkot	Mission School	...	10	10	...	3	3	24	12·5
Amritsar ...	District „	6	43	49	1	12	13	69	18·8
	Mission „	6	18	24	4	7	11	30	36·7
Lahore ...	District „	...	54	54	...	36	36	113	31·8
	Mission „	8	41	49	3	18	21	57	36·8
Gujránwála	„ „	1	25	26	...	16	16	44	36·4
Gujrát	District „	...	32	32	...	7	7	54	12·9
Ráwalpindi	Mission „	...	8	8	...	5	5	21	23·8
Bhera	District „	...	7	7	...	6	6	12	50·0
Peshawar	Mission „	8	13	21	3	5	8	16	50·0
Mooltan	District „	3	16	19	1	13	14	37	37·3
Jhang	„ „	1	27	28	1	14	15	46	32·6
Dera Ismail Khan ...	Mission „	...	3	3	...	...	...	5	
	Total	74	455	529	25	235	260	907	28·7
	Of which Aided schools	52	174	226	20	84	104	282	36·9

66. The following table shows the results of the last Middle School examination. Last year there were 1,711 candidates from Government and Aided schools, and 2,080 candidates in all. This year the corresponding numbers are 1,733 and 2,739. Last year the percentage of the whole number who took up English was 58; this year it is 57·9. The percentage of passes has risen for Government schools on the Anglo-Vernacular side from 61 to 88, and on the Vernacular side from 73·5 to 81·5; for Aided schools

Chap. IV, A, 66. Secondary Schools.

on the Anglo-Vernacular side from 47·3 to 80; and on the whole, on the Anglo-Vernacular side from 50·6 to 78, on the Vernacular side from 70 to 75·6, and on the total from 58·8 to 77. District schools passed 88·3 per cent. of their candidates, against 64 last year. It should be noted that many of those who passed as "private students" were from our schools, though not sent up for examination by the Head Masters, who did not consider them fitted for the test.

ABSTRACT RESULT OF THE MIDDLE SCHOOL EXAMINATION HELD IN MAY 1885.

Institutions.	Number of Institutions.	Number of candidates.	Number passed.	Institutions.	Number of Institutions.	Number of candidates.	Number passed.
ANGLO-VERNACULAR EXAMINATION.				VERNACULAR EXAMINATION.			
Government Schools.				Government Vernacular Schools	125	953	776
District Schools... ...	28	538	475	Aided Schools	1	6	2
Anglo-Arabic Schools ...	1	17	15	Private Students ...	...	153	66
English Schools under Deputy Commissioners	23	188	162	Unaided Schools ...	...	4	2
Jullundur High School, Aided Department ...	1	31	29	Other Institutions ...	...	36	24
Cantonment Schools ...	2	6	6	Total Vernacular Examination	126	1,152	870
Total Government Schools	55	780	687	Total Anglo-Vernacular examination ...	80	1,587	1,240
Aided Schools.				GRAND TOTAL ...	206	2,739	2,110
Anglo-Sanskrit School, Delhi	1	13	13				
Mission Schools	24	329	261				
Total Aided Schools ...	25	342	274				
Other Schools, &c.							
Private Students ...	...	328	185				
Other Institutions ...	...	137	94				
Total Other Schools ...	...	465	279				
Total Anglo-Vernacular Examination ...	80	1,587	1,240				

The Middle School examination.

67. This extraordinary improvement in the results cannot be attributed wholly, or even mainly, to any improvement in the instruction. It is for the most part due to fluctuations in the standard of examination. I explained in para. 75 of my last report that the Middle School examination of 1884 was unusually strict. There can be no doubt that the standard of 1885 was as much too easy; and I have received statements from several masters of schools to the effect that boys were passed who were notoriously and undoubtedly ignorant and incapable. I have already remarked at para. 52 upon the difficulty which the University experiences in preserving the standard of its examinations unaltered. In this particular case the change in the rules may have had some effect; the greater broadness (some say vagueness) with which the standards are defined leading to their being unduly lowered. If so, it is to be hoped that the evil will gradually be corrected; for the old Middle school standard was none too high on the whole, though in certain subjects the reduction that has been made was much needed, and it would be a pity that a Middle school pass should lose such value as it has hitherto possessed. One Deputy Commissioner has assured me that he can attach no value to a pass of 1885 as a certificate of attainments. Another most serious inconvenience that has attended the transfer of the Middle School examination to the University is the delay in the publication of the results. The last examination was held in the

beginning of April; yet the pass list was not published till the 11th June, and the complete place list till the 3rd September. Last year I commented upon the delay, which was attributed to lack of office establishment, and expressed a hope that it would not recur, as it not only kept the boys from joining school and impeded work, but deferred the award of High school scholarships. I have now addressed the Registrar on the subject. The University receives a special grant from Government for the conduct of the examination, it realises a large surplus fee income from the candidates, and it must consent to employ such additional establishment for the compilation of the results as shall ensure their being brought out in reasonable time. How serious is the hindrance to work that is caused by this delay may be gathered from the following remarks by Mr. Baker, the Headmaster of the Amritsar District school :—

The Middle School examination.

"And there is one more subject I should like to refer to before concluding, and that is the immense interruption to studies and waste of time occasioned by the Middle School examination. The candidates usually obtain leave for 15 days before the examination begins, to prepare; and thus it happens that from the 15th March to (this year) the 15th June, the boys of the old 3rd class of the Middle school do nothing. And as the midsummer vacations will commence almost immediately after the new class is formed, another month will be lost. Can nothing be done to remedy this? I have induced many of the candidates to attend school, having formed a temporary 4th class; but we cannot compel them to buy books, nor can their higher studies be begun till the Middle school results are published. Their attendance is naturally desultory and irregular, and altogether the present state of matters, as far as this question is concerned, is extremely unsatisfactory."

68. The new rule which throws the examination open to *all* boys has been the subject of much discussion, and many unfavourable comments, as contrasted with the old rule under which boys from schools could only present themselves by permission of the master, while private students had to certify that they had not attended school during the last six months. It is alleged that boys in the 1st and 2nd classes of the Middle departments of our Government schools, although told that they may go up from the school, leave it for other schools where they can be specially prepared for the examination, and that thus the new rule encourages cramming. It is probable that this result can never be wholly avoided, though with a fixed standard of reasonable severity, a few years' experience will probably diminish it greatly. But the remedy is to be found in an examination so framed as to discourage superficial knowledge, and not in a rule that puts the admission to a public examination into the hands of a Headmaster, or drives boys away from school altogether, with their year's course only half completed.

General progress of Secondary education.

69. The figures discussed in the preceding paragraphs show that, so far as statistics go, the progress of Secondary education throughout the Province has been satisfactory. The following extracts from the Inspectors' reports show that the quality of the instruction also is steadily improving :—

"*Umballa circle.*—The progress of Secondary education during the year has been satisfactory. There is an increase under each head and in almost all the schools of which the statistics have been reviewed in the preceding paragraphs. The numbers in both the High and Middle departments have increased; the ratio of boys in Secondary to boys in the Primary schools has risen; the income from fees shows a large addition to the figures for the previous year; and the results of examination are decidedly better than those of any preceding year. In some districts there are Secondary schools with low attendance, but there can be no doubt that the desire for Secondary education, and especially for English education, is yearly increasing. In almost all the large towns where there are no Anglo-Vernacular schools, the people ask for the introduction of English into the school curriculum, and

Chap. IV, A, 69.

Secondary Schools.

in some villages and rural towns with large Primary schools, a desire is expressed for the raising of the school to the Middle grade. As these applications have usually been made without adequate consideration of the educational wants of the surrounding population, and without the offer of sharing a part of the expenditure, or of such portion of it as would ensure efficiency in teaching, they have not received that encouragement which they would otherwise deserve.

General progress of Secondary education.

"*Lahore circle.*—From what has been said above, the general progress of Secondary education during the year must be deemed to have been satisfactory. There has been an increase of 9 per cent. in the numbers seeking Secondary education, and the results of the Entrance and Middle School examinations are favourable. Good earnest work, in fact, seems to have been done in all schools, Government as well as Aided. As evidence of this, the result of the Middle School examination is specially gratifying, as it shows that the teaching has been efficient, not only in the few High schools, but throughout the circle. I ought to observe that the education imparted in all Secondary institutions is of a sound character. Not only do the boys receive intellectual culture, but their morals are also improved. They are trained to habits of obedience to constituted authority, and learn to regard loyalty to Government as a virtue. Becoming more independent in thought, they are less subject to the control of priests. Their sympathies are being enlisted in favour of widow marriage, and against child marriage. Of course, in High schools, these effects are more manifest than in Middle schools, just as they are more apparent in Colleges than in High schools, and more striking in Anglo-Vernacular schools than in Vernacular. But the atmosphere is healthy throughout, and these results are seen everywhere, more or less.

"In this connection I cheerfully acknowledge, though it may perhaps seem out of place in a report on the schools of the circle, the beneficial influence exerted by Vernacular newspapers. I mention them especially, as they alone are accessible to the great majority of our students. Often these papers produce harm, by indulging in tirades against the Government which are not justified; but the evil they do is, in my humble opinion, more than counterbalanced by the sound views which they disseminate on the burning questions of the day, such as female education and widow marriage. The teaching which boys receive at school is strengthened by this collateral assistance.

"*Mooltan circle.*—Although the number of Secondary schools in the circle is actually the same as last year, the results of the Entrance and the Middle School examinations, as well as a resumé of the reports on each district, leave no doubt that good instructional progress has been made during the past year in most of the districts of the circle.

"*Ráwalpindi circle.*—I inspected all the Anglo-Vernacular schools myself during the year, and almost all the Vernacular Middle schools were inspected either by me or by the Assistant Inspector, and the general state of each of them was found to be satisfactory."

Future prospects of Secondary education.

70. I was much impressed during my cold weather tour with the widespread and genuine desire on the part of the people of the towns and large villages to secure the advantages of Secondary education for their children. They did not seem to be deterred by the information that they would be expected to bear a portion of the extra cost involved in raising their schools to the Middle standard. But as there seemed to be considerable uncertainty as to the conditions on which such a change, and also the introduction of English into the curriculum, would be sanctioned, I issued a circular on my return setting forth the exact conditions which must ordinarily be fulfilled, and the manner in which the application for sanction should be made. I have already had several applications under this circular, and expect many more; and the enhanced fee scale will, when it comes into force, do much to encourage such applications. Meanwhile the numbers in our District schools are growing too large for the present staff; and I think that a first step towards transferring Secondary education to private management may unobjectionably be made by declining to increase our staff, by fixing the number of boys that can be taught efficiently by that staff, and by refusing admission

to all applicants in excess of that number, at any rate in districts in which the Departmental school has attained a fair stage of development.

Chap. IV, A, 70 Secondary Schools.

71. I am sanguine enough to think that my remarks in last year's report on the importance of boarding houses, if Secondary schools are properly to fulfil their functions and are to be utilized as largely as such costly institutions should be—remarks to which I specially invited the attention of District officers—have done some good by attracting attention to the matter. The reports of the Inspectors show that much has either been done or projected during the past year to improve the boarding accommodation. The arrangements in many districts, however, are still far from what they should be; and a circular is about to issue on the subject. I fully concur in the following remarks by Mr. Thompson, Inspector of the Ráwalpindi circle :—

Boarding houses.

"A good many of the Vernacular Middle schools have boarding houses, but I don't think there is as much importance attached to the question of boarding houses for this class of schools as there ought to be. A Vernacular Middle school is established for the benefit, not merely of the local residents, but also of outsiders; and in order to enable the school to fulfil its principal function of attracting these outsiders, I think that when a Middle school is being established, the arrangements for a boarding house should be one of the first considerations in the matter. At present, however, it is looked on as quite a secondary matter, and is left to form itself in the best way it can. If a few rupees can be spared, a small house or a room is rented; if no funds are available, the small corner rooms, which are to be found in most Middle school buildings, are made use of for outsiders to sleep in. A want of uniformity is also shown in the furnishing of a boarding house with servants. In some districts, or even in some boarding houses in the same district, a cook is supplied, while in others the boarders have to arrange for themselves. Boys leaving their homes to attend a Middle school have a good deal of expense and trouble in one way or another, as, for instance, in paying fees, and buying books, and in providing themselves with better clothing than they would have the need of at home, etc., etc., and they might easily be spared the expense of a servant to cook their food, which would be felt by them; while such an expense would fall very lightly on the district, as a cook on Rs. 3 or Rs. 4 per mensem would suffice for 20 or 30 boarders."

Private liberality.

72 In accordance with the orders of Government, I print as Appendix C a list of the prizes offered by private liberality for award at the last Middle School examination. The Lahore and Jullundur districts are conspicuous for the munificence of their residents. Attention will be drawn to the matter by the issue of an annual circular some time before the examination commences.

SECTION B.—PRIMARY SCHOOLS.

Number of Primary schools.

73. As already explained, the returns do not afford us the means of comparing the number of schools this year with those of last. But it appears from the Inspector's reports that, in the Umballa circle, 18 new Primary schools have been opened during the year; in the Lahore circle new 8 schools have been opened and 2 closed, while 8 unaided schools have been brought on the returns; in the Mooltan circle 10 schools have been opened and 1 closed; while in the Ráwalpindi circle 15 Aided Vernacular schools are now for the first time shown in the returns. On the whole our tables include 56 more Primary schools than formerly, of which at least 33 are due to actual increase during the year. The new returns do not distinguish between Anglo-Vernacular and Vernacular Primary schools, a fact which is, I think, to be regretted.

Number of scholars in Primary departments.

74. The table given at page 46 shows that the number of scholars reading in the Primary stage has increased during the year from 1,06,580 to 1,11,830, or by just 5 per cent. The

Chap. IV, B, 74. Primary Schools.

increase has extended to every district in the Punjab except the following, in which the decrease is noted against each:—Gurgáon, 61; Karnál, 75; Rohtak, 186; Umballa, 47; Ludhiána, 215; Kohát, 82; Muzaffargarh, 189. But it has been very unequally distributed, having been 8 per cent. in the Lahore, 6 per cent. in the Mooltan, and 7 per cent. in the Ráwalpindi circle, while in the Umballa circle there has been a decrease of 2·8 per cent. This last fact is due to the severe fever which raged during the autumn throughout the eastern districts of the Province, which necessitated the closing of most of the schools in the districts affected for nearly a month, and which seriously affected the number of admissions. That the evil effects were chiefly confined to the influx of new scholars is apparent from the fact that, while the numbers in the Upper Primary department have increased by 9 per cent., the increase in the Lower Primary is only 4 per cent. The decrease in Muzaffargarh is owing to extraordinary action on the part of Mr. Gladstone, when Deputy Commissioner of that district, which is now under the consideration of the Commissioner. The percentage of total numbers reading in the Upper department has risen from 16·0 to 16·6 The proportion learning English is discussed in the next section of this Chapter.

Number of scholars in Primary departments.

Expenditure on Primary schools.

75. The expenditure on Primary schools for boys was Rs. 3,18,400, of which Rs. 27,000 were from Provincial revenues, Rs. 2,16,000 from District funds, Rs. 25,600 from Municipal funds, Rs. 32,500 from fees, and Rs. 17,500 from other sources. Of the total expenditure on education from each source, the percentage devoted to Primary schools was 10 in the case of Provincial, 44½ in the case of District, and 24 in the case of Municipal revenues, and 23 on the whole. As already explained no comparison is possible with the figures of last year.

Results of Primary examinations.

76. The total number of passes by the Upper Primary examination has risen from 4,624 to 5,377, or by 18 per cent., and by the Lower Primary examination from 9,720 to 11,289, or by 16 per cent., the former percentage being double, and the latter four times the corresponding increase in the total number of scholars. The percentage of passes to candidates has risen from 69·2 to 75·0 for the Upper Primary, and from 72·6 to 77·4 for the Lower Primary examination. The improvement has been general throughout the Province, the only exception being the Anglo-Vernacular Upper Primary examination in the Umballa circle, where the percentage of passes fell from 74·0 to 73·8.

General progress of Primary education.

77. The figures reviewed in the preceding paragraphs show that, notwithstanding that sickness has throughout a large portion of the Province reduced the number of new admissions to our schools, the progress of Primary education has been great and general. Schools and scholars have alike increased in number; the proportion of total scholars that is reading in the higher stage has risen; while the results of examinations show a very marked advance upon those of last year. The quotations given below from the reports of the Inspectors, show that the advance is not one of figures merely. Rules have been lately sanctioned, which will practically prevent the appointment as a teacher in a Primary school of anyone who has not passed the Middle School or some higher examination, save to special appointments, and in a few very backward districts; and these will, I believe, do much to improve the general efficiency of our teachers, if only by providing District Inspectors with a sufficient answer to the solicitations to which they are exposed in behalf of incompetent candidates. The inducement which the new grant-in-aid rules will hold out to the employment of certificated teachers will also work in the same direction. The following remarks by Lála Sagar Chand, of

the Lahore circle, are interesting; though I have not much faith in the efficiency of quarterly meetings:— Chap. IV, B, 77.

Primary Schools.

"The condition of the tutorial staff in Village schools, though much improved, is still far from what it might be. Of the 741 head teachers of schools, only 248, or 33 per cent., hold certificates, 133 have passed the Middle School examination, and 13 are Entrance passes; while as many as 347 have passed no recognized examination, though it is presumed that some of them have gone through a course of training at the Normal School. Among the assistants, 359 out of 548 have passed no examination whatever. Full improvement in this respect, however, can only be the work of time. But the question is never absent from the eyes of District Inspectors, and endeavour is always made to get rid of inefficient men, and introduce trained men from the Training College or the Normal School. Much advantage in this respect is to be hoped for from the recent Circular of this Department, that none should be employed as teachers who have not at least passed the Middle School examination, as before much pressure was often privately brought to bear on District Inspectors to induce them to give appointments to incompetent relations of influential men. To attract good men, however, nowhere should salaries less than Rs. 10 per mensem be given to head teachers of schools.

General progress of Primary education.

"The question of the deterioration which gradually comes about in the mental capacity of Village school teachers was discussed by Dr. Stulpnagel in this circle report for last year. It is a subject of the utmost importance. But the means do not readily suggest themselves how to prevent the evil. The following remarks are offered with the utmost diffidence. The cause of the stagnation of intellect in Village school teachers seems to be that they are cut off from intercourse with educated men, and have no opportunities of exercising thought upon any literary or political subject. The first step towards their improvement would then seem to be in some way to diminish the isolation in which they are placed and to give them food for thought. Now one way of effecting this, at least partially, seems to be to organize monthly or quarterly teachers' meetings in every tahsíl, at which essays might be read, and then a debate take place in the presence of the District Inspector. This, in my opinion, could not but have a very beneficial effect in developing the mental capacity of the teachers, and so gradually effecting a great improvement in the quality of instruction given in our schools."

78. As for increase in the number of schools, slow but steady advance is still being made. But it is impossible to look for any very great increase in the number of schools wholly maintained from public revenues, unless and until the aid which, as already explained in para. 47 we had hoped for, is extended to us. Whether the new grant-in-aid rules will do much to promote the foundation of Aided Public and the improvement of Aided Private schools, still remains to be seen. My own belief is that they will be attended by very considerable results, more especially in the former direction. I give below some extracts from Inspectors' reports which bear on the general progress of Primary education in the several circles:—

"*Umballa circle.*—From the statistics reviewed in the preceding paragraphs it will be seen that while the number of schools has increased by 4·8 per cent., that of scholars has decreased by 2 8 per cent. The fact that the average number of scholars on the rolls of the Primary schools was larger than that during the preceding year clearly shows that the decline in numbers at the close of the year was due mainly to sickness. The results of the examinations held during the year show great improvement in the number of passes by the Lower Standard, and a slight increase in those by the Upper. Improvement has also taken place in the method of imparting instruction, but in this direction much still remains to be done. The old and untrained teachers are gradually being weeded out, and certificated men, or men who have passed the Middle School examination, are being put in their places.

"*Lahore circle.*—The general progress of Primary education during the year may, on the whole, be pronounced to have been satisfactory. The number of pupils has, as already remarked, increased 8 per cent., and the teaching has been good, not only in the Primary departments attached to District schools, but generally throughout the circle. In some districts, however, the first class does not appear to have received sufficient

Chap. IV, B, 78. Primary Schools.

attention; as, for instance, in the Jullundur, Hoshiárpur and Gurdáspur districts. But it is hoped that next year will show better results in this respect, as the particular attention of the District Inspectors concerned has been called to this shortcoming."

General progress of Primary education.

"*Mooltan circle.*—The results of the examinations and the increase that has taken place in the number of schools and scholars indicate that Primary education is, on the whole, making satisfactory progress throughout this circle."

"*Ráwalpindi circle.*—From my own inspection of schools, and from the reports submitted by the Assistant Inspector on the schools inspected by him, it may be recorded that the state of Primary education, so far as it is carried on, was on the whole satisfactory. Nothing very startling or brilliant has taken place, except in a few individual instances, where a new school has commenced its career with an attendance of over 100 boys, or an old school in a languishing state has suddenly had its numbers doubled by a change of teachers, and so on; but work on the whole has been going on steadily and and industriously.

"In the Peshâwar, Kohát and Hazára districts the schools are small in size, and the instruction imparted in them is inferior in quality, compared with the schools in Ráwalpindi, Jhelum and Gujrát districts; while the Shahpur district holds a middle position, and is as superior to the former as it is inferior to the latter set of districts. There is no doubt, however, that a marked improvement must take place in Peshâwar and Hazára when the recently established Middle schools in the former district begin to pour out their students, after a course of Middle school training, to take service as teachers or Assistant teachers in or near their homes in these districts, and these districts will not have to depend on any chance outsiders who may stray or be enticed into them for employment, as is the case at present. Primary education, I think, could be greatly extended if the system of Branch schools had some attention paid to it. It will be a very long time before every village can be supplied with a Primary school, and distance from a school therefore must act as one of the impediments to educational operations. This difficulty, however, could to a large extent be removed, if available funds, which are at present always devoted to the establishment of new Primary schools, could be directed towards furnishing existing Primary schools with Branch schools in the numerous small villages which are sufficiently close to the Primary schools for boys to attend these, when they get old enough to join the Upper Primary department, but are too far for boys when they first begin their school career. Every Branch school that is opened increases the recruiting area of the main school to which it is attached. And though a full Primary school cannot be given to every separate village, a great many more villages could be made to share in the benefits of the Primary schools which are established, by the extension of the Branch school system, than do so at present."

SECTION C.—GENERAL QUESTIONS.

Expenditure on general Public school education.

79. It having been impossible to compare the separate expenditure upon Primary and Secondary education for the year under report with that for the preceding year, I will briefly contrast the figures of the two years for general Public school education for boys in both stages. The figures will be found in the table at page 46. The total cost of maintenance has risen from Rs. 7,80,931 to Rs. 8,12,398, or by 4 per cent., against an increase of 6 per cent. in the number of scholars; the fee income having also risen from Rs. 1,06,515 to Rs. 1,23,399, or by 16 per cent., and the increase in this head of receipts covering 53·7 per cent. of the total increase in cost. The expenditure from Provincial revenues has decreased from Rs. 2,17,521 to Rs. 2,13,037, or by 2 per cent., while that from local funds of all sorts has risen from Rs. 3,86,300 to Rs. 3,98,180, or by 3 per cent. Adding the two together, the total expenditure from Public revenues has increased by 1·2 per cent. The expenditure from private sources, on the other hand, has risen from Rs. 70,595 to Rs. 77,782, or by 11 per cent: Whereas, in 1883-84, Provincial revenues bore 27·9 per cent. of the total cost, and fees only contributed 13·6 per cent., the corresponding figures for 1884-85 are 26·2 and 15·2.

Extension of English education.

80. I have already mentioned the very strong desire that prevails among the people of the towns and larger villages for the introduction of English into the curriculum of their schools. The circular to which I have alluded in para. 70 has defined clearly the conditions under which the change will be permitted; and several applications have already been received, and some granted, under its terms. The separation of the fees for English teaching which the new fee scale will introduce, will simplify and facilitate the change. The primary condition insisted on is, that, as in the case of the introduction of Secondary education, Public revenues shall not bear more than half the additional cost, so much of the remainder as is not caused by surplus fee income being met by private liberality. I still hold the view expressed in paras. 100 and 101 of last year's report, *viz.*, that the introduction of English, where a really competent staff cannot be afforded, is an almost unmixed evil. But the demand is too strong to be resisted; and all that we can fairly do is to insure that, when any portion of the burden falls upon Public revenues, the instruction provided is reasonably efficient. The number of boys reading English has risen during the year from 13,166 to 14,307, or by 9 per cent., or by nearly double the increase in the number of scholars, while the percentage of that total number has risen from 11·5 to 11·9. The increase has extended to every district in the Province, excepting Karnál, Umballa, Simla, Jullundur, Hoshiárpur and Muzaffargarh, and the decrease in the three first is wholly nominal. Almost the whole of the Government scholarships awarded on the results of the Middle School examination on the Vernacular side are still taken up by boys in order to begin the study of English; and proposals have been made for the amendment of the rules under which three years' scholarships were allowed to the students of the special classes mentioned in para. 74 of last year's report, and for the better regulation of the tenure of ordinary Vernacular High school scholarships held in Anglo-Vernacular schools. Special classes for the study of English have now been started in several Aided schools, as well as at Delhi and Ludhiána, and may be expected to come into existence wherever the number of students is sufficient. Some remarks on the extension of Secondary Vernacular education will be found above in para. 62.

Scholarships.

81. The following table shows the expenditure on scholarships in Secondary and Primary Public schools for native boys. It must be remembered that, as regards the distribution between Secondary and Primary, the figures are not comparable with the similar figures given at page 69 of last year's report:—

EXPENDITURE ON SCHOLARSHIPS IN SECONDARY AND PRIMARY PUBLIC SCHOOLS FOR NATIVE BOYS

Class of Institutions.			Provincial revenues	Local rates.	Municipal funds.	Other sources.	Total	Number of students	Income from fees
Secondary Schools	Anglo-Vernacular	Government	11,947	15,208	3,898	1,882	32,935	14,628	60,023
		Aided	2,374	1,061	512	2,973	6,920	7,076	21,169
	Vernacular	Government		14,998	1,270	2,447	18,715	19,089	12,008
		Aided						78	23
	Total		14,321	31,267	5,680	7,302	58,570	40,871	93,223
Primary Schools	Government			358	3		361	73,305	23,705
	Aided		27		4	169	200	5,573	5,522
	Total		27	358	7	169	561	78,878	29,227
Secondary and Primary Schools	Government		11,947	30,564	5,171	4,329	52,011	1,07,022	95,736
	Aided		2,401	1,061	516	3,142	7,120	12,727	21,714
	Total		14,348	31,625	5,687	7,471	59,131	1,19,749	1,17,450

Chap. IV, C, 81, General Questions.

Scholarships.

The total expenditure has decreased from Rs. 63,183 to Rs. 59,131, or by 6·4 per cent.; that from Provincial revenues by 16 per cent.; that from local rates by 8·6 per cent.; and that from Municipal funds by 6·3 per cent. The decrease in Provincial expenditure can only be attributed to larger lapses, forfeitures, or short drawals, as the amount awarded was the same in both years. The percentage of expenditure on scholarships upon income from fees has fallen from 59·3 to 50·4. It is satisfactory to find that 12·1 per cent. of the expenditure fell to the share of Aided schools against only 11·2 per cent. last year. The new rules for High school Government scholarships, which allot a certain number to each district and division, came into force during the year under report, and revolutionised the award, boys far down the general list gaining scholarships who would, under the old system, have had no chance whatever. The change is a good one, as it gives scholars from backward districts a fair chance. During the year, Local Bodies were invited to declare a certain number of their Middle school scholarships, calculated at the rate of 1 for every 150 scholars in the Primary stage, open to all residents of the district, and tenable under certain fixed conditions uniform throughout the Province. All but five districts have already accepted the proposal, and I have little doubt but that the remaining districts will follow their example. Last year I commented upon the unsatisfactory method of award of these local scholarships. The following remarks are interesting in this connection. Lála Piáre Lál, Inspector of the Umballa Circle, writes :—

"The award of scholarships in this circle, with the exception perhaps of a few provided by the Municipalities, is not a matter of haphazard, which formed the subject of a complaint made by a Deputy Commissioner last year. All scholarships are awarded according to the results of public examinations, and are the rewards of merit. The only change required in the system of scholarships provided from District funds is that a certain number of them should be open to such students of Primary schools, other than the sons of agriculturists, as are very promising. These, it is hoped, will be provided for in the new rules."

On the other hand Mr. Thompson, from Ráwalpindi, writes as follows :—

"Scholarships are certainly a great incentive to progress in education, but the way in which they have been hitherto awarded generally in schools other than those under the direct management of the Educational Department was open to serious objections. Considerable improvement will now be effected in this matter when the new rules on the subject are uniformly adopted."

Fees.

82. The growth of fee income has already been alluded to at the beginning of the section in para. 79. It has increased by 16 per cent., while the number of scholars has only risen by 6 per cent., so that the average fee per scholar has increased by more than 9 per cent. It is hoped that the new rules and scale will be issued within a few weeks. Besides generally raising the fee rates throughout the Province, they will effect material improvements ; they will separate fees for English from those for Vernacular instruction, and they will enforce payment of fees by the sons of wealthy traders or landowners who do not cultivate themselves. The following very curious figures for the Umballa circle, taken from Lála Piáre Lal's report, show how urgently some further regulation of the matter was needed :—

"The income from fees has increased during the year by more tha Rs. 4,000, which is very satisfactory. The increase due is chiefly to an increase in the number of scholars reading in Upper classes, and partly to the introduction in Secondary schools in one of the backward districts of higher rates. The following table gives the details, and shows the fees realized per pupil in Public schools :—

Institutions.	Number of institutions.	Average number on the rolls.	Amount collected during the year.	Fee per pupil.
			Rs.	Rs A. P.
Secondary Schools.				
Anglo-Vernacular.				
Departmental	10	1,925	13,637	7 1 4
Board	1	52	104	2 0 0
Municipal	8	1,644	3,038	1 13 6
Aided	7	1,537	5,640	3 10 8
Other Departments	1	319	742	2 5 2
Vernacular.				
Board	19	2,230	1,632	0 11 8
Municipal	21	3,119	2,825	0 14 6
Primary Schools.				
Anglo-Vernacular.				
Aided	14	673	738	1 1 6
Vernacular.				
Departmental	22	2,101	3,763	1 12 7
Board	314	13,263	3,305	0 4 0
Municipal	7	432	225	0 8 4
Aided	36	776	50	0 1 0

"In considering these figures, it should be remembered that in Board and Municipal schools the sons of agriculturists are generally free. An attempt, however, has recently been made to take fees from such students of the agriculturist class as hold stipends."

Physical training.

83. The remarks on the subject of physical education quoted below from the reports of the Inspectors, are interesting. What Mr. Thompson says as to the necessity for playgrounds is only too true; but the difficulty of finding them is great, in towns at any rate. I have recently issued a circular inviting the attention of local bodies to the importance of physical training, and giving particulars of the Ludhiána system, in the hope that it, or something like it, may be introduced into districts where there is at present no provision for the purpose. Such matters must not be pressed on too fast; but two steps that have been taken recently will, I hope, encourage the extension of gymnastics in our schools. One is that they have been declared a portion of the regular school course, and a time set apart for them. The other is the decision to introduce gymnastic exercises into the training of our Normal schools, so as to ensure a constant supply of teachers more or less skilled in their practice. The Inspectors write as follows :—

"*Umballa circle.*—Athletic sports have been practised with more or less vigour in almost all the District schools, and in the Anglo-Vernacular and Vernacular Secondary schools in the districts of Ludhiána, Umballa, Gurgaon and Rohtak. In the districts of Karnál and Hissár no provision has yet been made to supply simple gymnastic apparatus to the Middle schools; and in Delhi only two of the six Middle schools have been provided with the necessary apparatus, and a Monitor Instructor. In the Ludhiána district every Primary school for boys has its gymnasium, but in other districts a few only of the Primary schools have been supplied with the necessary apparatus, and that at the expense of either the boys themselves, or of some respectable zamíndár who takes an interest in the matter. In the District schools at Delhi, Rewári, Ludhiána and Sirsa a taste for cricket has been created; but in no school is it played with so much enthusiasm as that displayed by the boys at Delhi. There, several matches between the boys of the Government school and those of the Anglo-Sanskrit and Mission schools were played during the year, and the former also invited the Hoshiárpur school team to try conclusions with them in a friendly match, which was well contested, but resulted in favour of the latter. Native games have also been introduced in almost all the schools in the Ludhiána district, and in a few of the schools in other districts. Mr. Wakefield, the Deputy Commissioner of Ludhiána, has paid special attention to the subject, and the schools where

Chap. IV, C, 63. General Questions. Physical training

gymnastics have been introduced are solely indebted to him for instructors. The system initiated in Ludhiána is being gradually extended to all the districts in the circle, and the time I hope is not far off when it will be introduced in all the schools, both Secondary and Primary Much in this direction depends upon the exertions of the Schoolmasters and the District Inspectors; and as all of them cannot be expected to evince as great an interest in the matter as is desirable, it is suggested that an Inspecting Master should be appointed in each district, whose duty it should be to see that all the boys in a school regularly attend the sports, and that the Monitor Instructor performs his work properly."

"*Lahore circle.*—Attention continues to be paid to physical education in our schools, and on the whole there has been no falling off in this respect during the year under report. The institutions, however, in which this important branch of education received most encouragement are the District schools at Lahore, Amritsar and Hoshiárpur. The Lahore school this year won the Alexandra Belt from the Amritsar boys, whom continued success, the Headmaster writes, had rendered somewhat careless.

"Much has been done for the encouragement of athletics also in schools under Deputy Commissioners, and the present account cannot be considered as complete without some notice of these measures. In the Lahore district, though cricket has all but disappeared on account of the expensive gear, the Middle school pupils take regular exercise on the horizontal bar, and everywhere Middle and Primary boys alike are entering with spirit into the systematic playing of country games. In the Amritsar district Mr. Knox, the Deputy Commissioner, had a horizontal bar and parallel bars supplied to each Middle school; and an Instructor of Gymnastics has been appointed, whose duty it is to teach gymnastics in every Middle school, where he remains a week at a time. In the Jullundur district all the Middle schools are now supplied with parallel and horizontal bars, and in several of them the exercise is pursued with zest. In some of the Village schools the boys are encouraged to engage in country games. Athletic sports have also received much encouragement in the Gurdáspur district. Bats and balls, to the value of Rs. 30, were supplied to the Middle schools; and Colonel Harcourt, the Deputy Commissioner, was himself kind enough to instruct the boys in "Prisoners' Base," "Trap Bat and Ball," &c. The Deputy Commissioner of Siálkot also writes that out-door exercise has been much encouraged; ordinary Punjabi games and running and jumping in Village schools, and cricket in larger ones. The latter game, he says, has become a great favourite in all Middle schools.

"Thus, in most of the districts in this circle physical education received due encouragement during the year under report. There are only three districts—Ferozepore, Hoshiárpur and Kángra—where the case seems to have been otherwise. But next year, it is presumed, will show an improvement in these districts also. Already efforts were being made in the Ferozepore district, at the time of inspection, to encourage the systematic playing of country games in all schools."

"*Mooltan circle.*—Gymnastics and cricket have been steadily practised during the year by the boys in the three District schools, especially at Mooltan, where the Municipality have employed a sepoy of the 25th Native Infantry, who gives systematic instruction in cricket. Beyond this, little seems to have been attempted, though it is a fact that in the Punjab, boys in rural places have enough of leisure and inclination to indulge in an indigenous game during all seasons of the year."

"*Ráwalpindi circle.*—All the District schools have got something or other in the shape of a gymnasium in their school compound, and in all these schools and in the Mission schools, cricket is more or less carried on. In a few of the larger Vernacular schools cricket is carried on by fits and starts. If an enterprising Deputy Commissioner bestows a few bats and balls anywhere, the game is carried on vigourously till they are all broken, and then there is a lull in the pastime.

"It is a mistake to think, as some do, that there is a lack of physical training amongst native boys as a whole. Their whole life, especially out in the country, is one course of physical training. When busy at work, they are running about all day long after cattle or other animals, or driving birds away from their fields. When idle, they have an endless number of games, which, though senseless to a European, are interesting and amusing to themselves. If we wish to turn their attention from their own foolish (as it seems to us) Oriental sports and games to our pastimes,

Chap. IV, C, 83.

General Questions.

such as cricket, hockey, foot-ball, &c., we would have to provide them with the first requisite for these games, and that is with a play ground. One often wonders, when leaving a large school at the end of the day's work, what becomes, during the rest of the evening, of the hundreds of boys who pour out of the school. A walk through the town, however, will show a number of them in lanes and alleys, either lolling about or playing at some games as well as the confined space will allow. The most important matter in directing the physical training of these boys is to find some good healthy place for them to play in, instead of the filthy, narrow lanes and alleys. One naturally thinks that in a Vernacular school out in the district, the boys would only have to go outside of the school doors to pitch their wickets and play away at cricket. In actual experience, however, the contrary is almost always the case, and a walk of very often a mile or so from the school has to be taken before a piece of ground can be found fit to play on. This distance of course prohibits regular playing, and also does away with one of the chief elements requisite for keeping up life and spirits at play, which is the assembling of as many boys together as possible.

Physical training.

"The first thing, then, in the matter of physical training for school boys is that every school should be provided with a play ground; and this play ground should be attached by the side of the school, so as to catch the boys before they disperse through the lanes and alleys of the town, which it would be hard to get them from, especially when they find they have to go some distance to get at the play ground."

Employment of students.

84. I regret to say that the information under this head is again very defective. I have addressed Inspectors and Principals on the subject, in the hope that some method may be suggested for the collection of more complete and reliable information as to the employment of our students after they leave school or college; but I confess that I do not see my way to this result. The following remarks by the Inspectors of the Lahore and Mooltan circles are worthy of quotation. There is no doubt that some degree of education will before long be demanded of all heirs to lambardárships; but I doubt whether the times are yet ripe for this measure.

Lála Ságar Chand writes of the Lahore circle:—

"From the returns received from District schools in this circle it appears that 39 students obtained employment during the year, one on Rs. 50, two on Rs. 40, one on Rs. 35, three on Rs. 30, four on Rs. 20, 15 on Rs. 15, one on Rs. 12, seven on Rs. 10, one on Rs. 9, two on Rs. 8, one on Rs 7, and one on Rs. 6. The average salary obtained by these students is Rs. 17-8, which is very fair. It will be seen that only four students obtained situations worth less than Rs. 10 per mensem, while 11 were employed on salaries ranging from Rs. 20 to Rs. 50.

"These figures are necessarily incomplete; but so far as they go, they show that the students educated in our schools have no great difficulty in obtaining employment suitable to their acquirements. It may be further added that the Chief Court, in the new rules for the enrolment of petition-writers in the courts of the Province, has laid down the passing of the Middle school examination as an absolute condition; and you yourself, in your Circular No. 29 of the 21st May 1885, have ruled that no person shall be appointed as a teacher in the Education Department who has not passed at least the same examination. This, combined with the fact that a large extension of railways is under contemplation, leads me to think that, for a long time to come, the prospects of our students, in regard to employment, are encouraging."

The Inspector of the Mooltan circle writes as follows:—

"Seventy-one students of the schools in this circle were employed in different departments during the year on an average salary of Rs. 10 per mensem, whereas in the previous year 88 students had obtained employment, and their average monthly pay was Rs. 9. Of those employed during the year under report, 46 were taken by the Educational Department, 13 by the Revenue and Civil Departments, 4 each by the Police and the Railway Departments, 3 by the Public Works Department, and 1 by the Postal Department. The students of the District schools got appointments of salaries varying from Rs. 30 to 14, while the highest salary attached to the appointment obtained by the student of a Vernacular school was Rs. 12, and the lowest Rs. 6.

Chap. IV, C, 84.

General Questions.

Employment of students.

"Here it may be observed that much of the apathy of the village people as regards education would be roused into activity, and the cause of education in general greatly promoted, if some educational test were made a necessary qualification for appointment to the office of zaildár, chief lambardár, and lambardár. Thus, the headmen of the village would insist on their sons going to school to qualify, so as to succeed their fathers, rather than lose the office to which so much value is attached; and the example set by these worthies would be followed by the community at large."

Education in Native States.

85. Educational statistics in a simple form have been furnished by the Native States of Baháwalpur, Jínd, Kapúrthala and Farídkot, and the returns are printed as Appendix D. This will, perhaps, be the most suitable place in which to notice them. The following table conveniently summarises the results:-

Details.	Baháwalpur.	Jínd.	Kapúrthala.	Farídkot.	Total.
Secondary Public schools	6	1	1	3	11
Primary „ „	37	4	31	3	75
Scholars at Public schools	2,029	285	2,216	125	4,655
„ in High department ...	50	...	22	...	72
„ „ Middle „ ...	458	20	118	...	596
„ „ Upper Primary „ ...	..	23	376	40	439
„ „ Lower „ „ ...	1,323	138	1,574	85	3,120
„ learning English	244	13	214	...	471
Indigenous schools { Advanced ...	58	...	...	3	61
Indigenous schools { Elementary ...	351	8	183	...	542
Indigenous scholars { Advanced ...	328	...	..	125	453
Indigenous scholars { Elementary ...	2,555	101	1,577	...	4,233
Scholars in all schools	4,912	386	3,793	250	9,341
Total male population	5,73,494	2,49,862	2,52,617	97,034	11,73,007
Males per scholar in Public schools...	282	877	114	776	252
„ „ „ „ all „ ...	117	647	67	388	126

The last two lines are the most instructive. Bearing in mind that in British territory the number of males to every scholar at a Public school is 83, and to every scholar at any school 40, we see that even in Kapúrthala, which, under its English Superintendent, is by far the most advanced educationally, the numbers at school are only about two-thirds of what they should be to equal the average of our districts. The fact that Baháwalpur stands next to Kapúrthala is probably owing to its having been so long under our superintendence. Jínd and Farídkot are extraordinarily backward. The only Girls' school in the four States is in Baháwalpur, and contains 78 pupils.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

	Para.
SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.	
Central Training College, Lahore ...	86
Central Model School . .	89
New building for the Central Training College	90
The Amritsar Aided Normal School (C. V. E S.)	91
Government Normal Schools	92
SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES.	
Female Normal Schools	95
Training School for European Mistresses	96
SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.	
Lahore Medical School	97
The Law School	99
The Mayo School of Art	100
Industrial Schools	102

SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.

Central Training College, Lahore.

86. The report upon the Central Training College for the past year is printed as Appendix E. The fact that out of 44 students sent up for the certificate examination, only two failed to pass, speaks loudly for the excellence of the teaching. One of these two failed by one mark only—a fact which, to my mind, tells more against the Examiner than against the candidate. No man can adjust marks with mathematical precision, and in a matter of pure judgment the benefit of a reasonable doubt should always be allowed. The marks once given, however, we are absolutely bound by them. The expenditure during the year was Rs. 18,448 on maintenance, and Rs. 6,154 on stipends, against Rs. 16,779 and Rs. 5,961 respectively for the preceding year. But the increased cost of maintenance is only nominal, being due to the transfer of the Translating staff from the Government Book Depôt to the College. Only half the time of the staff is spent in tuition, the remainder being devoted to translation. Thus half their pay is properly debitable to the production of text-books.

The College contained, at the end of the year, 52 students, or six fewer than in 1883-84. The classes, although originally including the full numbers for which stipends are provided, lost a considerable proportion of their students during the course of the session, for the most part owing to students obtaining employment under Government, some of whom left without the knowledge or consent of the Principal. It is clearly inadvisable that men who have been maintained by Government stipends at an expensive institution, supported from the public revenues, should leave in the middle of the session, with their course of instruction incomplete. It would probably be unsafe as yet to demand from the students agreements to serve as teachers. To do so would but add to the difficulty already experienced in inducing highly qualified men to attend the College. But it has now been ruled that no student of the College shall be given Government employ during the currency of the session, without the consent of the Principal, and this rule will do much to check the evil of which Mr. Dick complains.

87. It is true that, as Mr. Dick remarks, most of the English-speaking teachers already employed by us, who are fitted to profit by its training, have now passed through the College. The object of the institution is to keep up the supply of trained candidates for teacherships; and the training of men who were already teachers, was only necessitated during the first few years

Chap. V, A, 87. Training Institution for Masters.

after its foundation, by the fact that no such institution had previously existed. I do not anticipate that any serious difficulty will eventually be experienced in inducing competent men to enter the College. As is often the case with new experiments, the men who entered during the first year or two were above the average, and subsequent years seem inferior by comparison. I do not suppose that the very best University men of the year will ever enter the Training College or the Department. But the number of candidates for University training and degrees is increasing enormously year by year, and the number and average standard of men willing to undergo training will rise with it. The new grant-in-aid rules will offer a premium upon the employment of certificated teachers; and the fact that every man who passed out has again obtained employment in the department, their average emoluments being Rs. 41, must have its effect. It will, moreover, soon be perceived that trained men receive specially rapid promotion within the department; for the standard of education is rising fast, and it is impossible to avoid superseding men whose only fault is that they are behind the times, by others who, though younger, are more suited to present requirements. In the vernacular class, on the other hand, the proportion of teachers to students is larger than ever before. Our Vernacular is far more numerous than our Anglo-Vernacular staff, and the supply of teachers who can profit by the course is correspondingly larger. It is well that the Principal should continue to select the best Normal school men available for the higher training of the College, independently of whether they are students or teachers.

88. I heartily concur in the high commendation that Mr. Dick bestows on his staff. It includes some of the picked men of the department, it has supported the Principal admirably, and can be trusted to continue to do so. But it is not only to the staff that the success of the College is due. I am glad to to have this opportunity of placing on record the fact, that it is to Mr. Dick's energy, enthusiasm, and ability that we owe our admirable college for the higher training of masters. He has had charge of the institution from its birth; he has guided and controlled its infancy; and now that it is strong and lusty, and a credit to its guardian, he is about to make it over to his successor. It was with some hesitation that Mr. Dick accepted the task, and Government is under obligations to him for the devotion with which he has fulfilled it.

Central Middle School.

89. The Model School attached to the College lost a number of students from its Middle department, owing to the new rule, the operation of which has already been discussed in para. 68. In the other departments the numbers are larger than ever, and the school is now fully established. Of 65 candidates sent up for the examination by the various standards, only one failed, and the Inspector's report was most favourable.

New building for the Central Training College.

90. I quote the following from Mr. Dick's report:—

"I have again to report on the generosity of a patron of the school. Rai Méla Rám has converted his grant of Rs. 30 per mensem for scholarships into a lump sum of Rs. 15,000 for the erection of a suitable building for the Training College and Model School. He has also been able to induce three other native gentlemen to contribute—*viz.*, Rai Anup Singh, Rs. 500; Lala Durga Parshad, Rs. 250; Mian Karim Bakhsh, Rs. 250. The importance of a good building to hold at once the Training College and the Practising School attached to it for the practical training of the students, cannot well be over-estimated, and the benefit these gentlemen, (especially Rai Méla Rám) are conferring on education generally, is very great.

"I believe the original idea of scholarships, as well as its development, is very much due to the suggestion and influence of the present Head-master of the Central Model school, Babú Nil Madhab Mittra, and I very cordially bring his services in this respect before you. The Babú has also been unwearied in his efforts to bring up the school to its present satisfactory condition, and has proved himself an intelligent and successful head of the school."

Chap. V, A, 90.

Training Institution for Masters.

New building for the Central Training College.

The munificence of Rai Méla Rám and his fellow-contributors has already been acknowledged by Government, which has agreed to provide a sum, not less than the amount of the subscriptions, sufficient to complete a suitable building.

The Amritsar Aided Normal School (C. V. E. S.).

91. The Amritsar Aided Normal school was noticed in last year's report. The number of students on the rolls for the past year was 31, a decrease of one. The Inspector thus reports upon it :—

"The scope and working of this school have been fully described in previous reports. To those accounts I have only to add that it has now four classes—two English and two Vernacular. The senior English class contains two boys, both of whom are going up to the approaching examination for Junior English Masterships. The other class had prepared boys for the Entrance examination of the Punjab University. The object in instituting this class was to have materials for the senior class next year, a hope which has been disappointed, as only one boy passed the examination in question. Mr. Rodgers thinks of closing this class for the future. The vernacular classes train boys for vernacular teacherships in Primary and Secondary schools. Last year this school sent up eight candidates to the examination for senior vernacular teacherships, and six to that for junior teacherships. Of the former set six passed, but of the latter only two. The Model school attached to this school has, of late, very much dwindled in numbers, owing to the rivalry of the Amritsar Islamya school."

I regret to learn from Mr. Rodgers, the Principal of the school, that there is some doubt whether this institution will be much longer maintained. I commented last year upon the small measure of support afforded it by the missionary bodies of the Province.

Government Normal Schools.

92. During the year the Principal of the Central Training College was entrusted with the duty of visiting and reporting on the Government Normal schools at Delhi and Ráwalpindi. Mr. Dick sent in a most valuable and suggestive report of his first visitation, and the schools will undoubtedly profit by the new arrangement. The responsibility and authority of the Inspector of the Circle remain intact. The number of students on the rolls was, as compared with the preceding year, 60 against 75 at Lahore, 52 against 57 at Delhi, 23 against 13 in the Ráwalpindi Normal classes, and 37 against 29 in the Ráwalpindi preparatory classes; in all, 172 against 174. The total number of stipends sanctioned is 170. The expenditure on all these schools was Rs. 11,824 for maintenance, and Rs. 10,877 on stipends, against Rs. 11,963 and Rs. 11,386 for the preceding year, there being a small decrease under each head. The expenditure on stipends, which was formerly excluded, is now classed as direct expenditure. In the examination for certificates 78 passed out of 126 candidates, against 91 out of 121 the year before. The failures were largely in geography, the paper in which was of a somewhat unaccustomed character, while the subject was for the first time separated from history.

93. The schools are favourably reported on, both by the Inspectors and by Mr. Dick. Complaints are, however, made from all these schools as to the late date at which students are sent up by the districts, the disregard of the conditions laid down for admission, and the frequency with which incompetent or unruly men are chosen for training, apparently only in order to get rid of them. To meet these difficulties certain new rules have been framed, the principal features of which are, that no students will be admitted after the 15th October, and that students who show themselves, after three months' trial, unable or unwilling to profit

Chap. V, A, 93.

Training Institution for Masters.

Government Normal Schools.

by the course, will be dismissed from the school. Teachers of approved service will also be admitted, with the sanction of the Inspector, without having passed the Middle school examination, though their certificates will depend upon their passing at the next examination. The course for the preparatory classes has been revised and shortened, so as to last for two sessions only instead of three; a great improvement, as districts were unwilling to put teacher sunder training for so long as three years. Finally, the financial arrangements are being remodelled, the District Boards having been asked to consent to a revised scale of contributions, which will enable the number of stipends to be largely increased, and to the charges for training masters being provincialised in accordance with the recommendation of the Educational Commission.

94. The Model schools attached to the Normal schools are flourishing in all respects, excepting the difficulty of maintaining an Upper Primary department. This difficulty is due to the fact, that in large cities parents demand instruction in English for their sons, and this it is difficult to supply, the Normal school being wholly vernacular. The absence of the Upper department is a serious defect in a Model school, and efforts are still being made to remove it. Some remarks on the condition of and gradual improvement in our subordinate staff will be found at page 55 in Chap. IV, Section B.

SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES.

Female Normal Schools.

95. The three Normal schools for native mistresses were very fully discussed in last year's report. The inaccuracy of the Delhi figures there pointed out renders comparison impossible, and it will be enough to quote the remarks of the Inspectors upon these schools.

"The Christian Normal school for native mistresses at Delhi contained, at the close of the year, 17 girls. The numbers were returned at 61 last year, but they included the whole of the S. P. G. Orphanage. Of the girls on the rolls, 10 are reading Urdú and 7 Hindí. The cost of educating each scholar amounted, during the year, to Rs. 91, of which Rs. 28, or more than one-third, was contributed by Government. The school was inspected by Miss Wauton in January last. I extract the following remarks from her minute recorded in the Visitors' book:—

"'The Christian Normal classes are a most encouraging and hopeful feature of the work. I examined this carefully, and was much pleased with it. I understand that the Pandit gives an hour's instruction in arithmetic to three of the girls only. If the whole class could get the benefit of his teaching, it would be an advantage. If the students have, as I understand, opportunities for learning and practising the art of teaching in the lower classes of the school, some admirable School Mistresses ought to be trained here, who will render valuable service in the Mission, and save the ladies the necessity of giving so much of the secular instruction themselves. The school, from what I saw of it in a cursory visit, appeared to me to be expensive, and there were few girls in it who had attained to the Upper Primary standard.'

"There were two Female Normal schools in the Lahore Circle (both Aided) during the year under report, situated, like the Normal schools for males, one at Lahore, and one at Amritsar. The former has, however, now changed its name to that of the Central Female School. It was pointed out last year that the institution had scarcely any title to be regarded as a Normal school, being merely a large Primary school for girls; and the change in the name, therefore, is right and proper. It was inspected in March last, and the inspection revealed, on the whole, a satisfactory state of things. There were 96 pupils on the rolls, distributed over the different sections of the school thus—Urdú, 25; Hindi, 35; Gurmukhi, 36. Each section had four classes, and 12 girls passed the Lower Primary examination, 3 in Urdú, 6 in Hindi, and 3 in Gurmukhi.

Chap. V, B, 95.

A good deal of work had been done during the year. There had probably been least advance on the Muhammadan side. The tone and appearance of the school were good.

Training Institution for Mistresses.

"The Female Normal school at Amritsar not being open to the visits of the Inspector, I am unable to give any details regarding it beyond what are furnished by the statistical returns, *viz.*, that the school had 33 pupils on the roll at the end of the year, of whom 12 were learning Urdú and Persian, 9 Hindi and 12 Gurmukhi."

Female Normal Schools.

96. There is a small training school for mistresses maintained by the S. P. G. Mission at Delhi. It is for the training of European or Eurasian mistresses; but as they are intended solely for Zananah work, it may most fittingly be noticed under this chapter. It contains at present only three pupils, who read for the European Middle school examination, with the addition of Urdú and Hindi. The Inspector reports favourably upon the educational progress made by the scholars.

Training School for European Mistresses.

SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.

97. The reason why the Lahore Medical school is included under "School Education Special," and not under "University Education," has already been explained in para. 2 on classification. The following very interesting report has been lucidly furnished me by Dr. Brown, the Principal. It summarises, in a clear and succinct manner, the services which this admirable institution has rendered, not only to the Punjab, but also to the North-West Provinces. It is to be earnestly hoped that the efforts now being made to enlarge its scope, by carrying its curriculum up to the degree standard, will be successful. The admission of women is an immense step in advance; it is most encouraging to find that in this, the first year of the exporiment, no fewer than eight of the female candidates spoke only the vernacular; and from the further development of this new departure even greater benefits to the people may be anticipated than have already accrued. The number of pupils has risen, during the year, from 159 to 188; the expenditure on maintenance has risen from Rs. 55,980 to Rs. 60,434, and on scholarships and stipends from Rs. 15,921 to Rs. 17,704; while the average cost per scholar, excluding scholarships, has fallen from Rs. 337-13 to Rs. 313-2, or by 7½ per cent.

The Lahore Medical School.

98. Dr. Brown writes as follows:—

"The principal alteration in the Medical school in the year 1884-85, has been the admission of females to all the classes. In April 1884 there were 15 female candidates, 4 for the English class, and 11 for the native. Of these, one of the English students had passed the Entrance examination of the Punjab University, and she was admitted into the Assistant Surgeons' class; three others were placed in the English division of the Civil Medical pupil class, but two of them have since left. Seven of the native females were admitted into the Hindústani class, and these have continued to study.

"Another alteration made in the course of the studies during the year has been the substitution of lectures on Medical Jurisprudence for the lectures on Chemistry to the Hindústani class, as the former subject was considered the more practical and useful afterwards.

"*Admission of students.*—There were eight candidates for the two scholarships given in the English class by the Punjab Government, and nine for the three scholarships from the North-Western Provinces, all of whom had passed the Entrance examination of the Punjab or Calcutta Universities. One of the Punjab candidates, as already mentioned, was a European female, and three other Eurasian females joined this class as Civil Medical pupils, as they had not passed any Entrance examination. One Hospital Assistant also joined this class after seven years' service.

"In the Hindústani class there were 75 candidates for eight stipends in the Military Medical pupil division, of whom 29 had some knowledge of English; also 87 candidates for the 14 vacancies in the Civil Medical pupil class, of whom no less than 50 had some knowledge of English; and

Chap. V, C, 98.

Institutions for Technical Training.

The Lahore Medical School.

44 candidates for 10 vacancies in the Hakim class, of whom four had studied Oriental Medicine in the Oriental College; nine of the candidates had some knowledge of English. In the Local students class there were 11 candidates for seven stipends, but only one knew English.

"There were also eleven female candidates for eight vacancies, only three of whom had any knowledge of English; so that there were 228 candidates for 47 stipends, and seven free students were also admitted without stipends, but six soon left.

"*Attendance of pupils.*—The following table shows the number of students who attended during the year 1884-85, and also the admissions and discharges:—

ENGLISH CLASS.

	Remaining on 31st March 1884.	Admitted during the year.	Total.	Passed final examination.	Failed or left for various reasons.	Total left.	Remaining on 31st March 1885.
Government students, North-West Provinces.	20	5	25	3	3	6	19
Govt. students, Punjab ...	13	2	15	...	2	2	13
Local students ...	10	3	13	1	...	1	12
Punjab University students	2	...	2	...	...	...	2
Free students, Punjab ...	14	5	19	.	4	4	15
Do. North-West Provinces.	6	4	10	...	1	1	9
Hospital Assistants ...	...	1	1	...	...	...	1
Civil Medical pupils ...	12	1	13	2	2	4	9
Female Civil Medical pupils	...	3	3	...	1	1	2
Total ...	77	24	101	6	13	19	82

HINDUSTANI CLASS.

Military pupils	9	8	17	2	1	3	14
Civil Medical pupils ..	32	14	46	5	3	8	38
Hakim students	12	10	22	1	2	3	19
Local students	26	7	33	5	3	8	25
Free Medical students	2	7	9	...	6	6	3
Female Medical pupils		3	3	...	...	...	3
Female Local students.		2	2	...	...		2
Native Dhais ..	...	3	3	..	1	1	2
Female Free students	1	0	1	...	1	1	...
Total Hindustani Class ...	82	54	136	13	17	30	106
Total	159	78	237	19	30	49	188

"From the above it will be seen that no less than 30 students left the school without passing, but 12 of these were free students who had no scholarships, 7 of whom left the Hindustani class, and only 3 free students remained at the end of the year in that class. Most of the students who left were men in the first year, who found the work disagreeable, or who showed very little ability. Some, however, failed at their final examination, and then became compounders or vaccinators.

"*Examinations.*—These were held in the Assistant Surgeon class by gentlemen appointed by the Senate of the Punjab University."

Chap. V, C, 98.

Institutions for Technical Training.

The Lahore Medical School.

"For the junior examination there were 13 candidates, 6 of whom passed in all subjects, and 2 others only failed in one subject, and were allowed to join the senior division. For the final examination there were also 13 students, but only 4 of them passed.

"The Civil Medical pupils and the Hindústani class were examined by the Inspector-General of Civil Hospitals, with the Professors and teachers of the school. Altogether 15 students passed this examination.

"A statement has been lately prepared shewing the strength of the school and the number of pupils who have passed their final examination during the last six years. This is inserted:—

Year.	Number of English Professors.	Number of Native Teachers.	Total teaching staff.	Number of students in English class.	Number of students in Hindústani class.	Total number of students.	Number passed as Licentiate of Medicine.	Number passed as Hospital Assistants.	Total passed.
1879-80	4	4	8	53	90	143	5	26	31
1880-81	4	4	8	53	62	115	4	10	14
1881-82 ...	4	4	8	68	70	138	4	16	20
1882-83	4	4	8	74	78	152	4	11	15
1883-84	4	4	8	77	82	159	4	15	19
1884-85	4	4	8	82	106	188	4	15	19
Average number	4	4	8	67	81	149	4·1	13·6	19·1
Total pupils passed in six years ..	...	..	...	...	...	...	25	93	118

"From the above it will be seen that the English class has steadily increased every year, but the Hindústani class has fluctuated very much, and this has been in fact caused by the withdrawal of the Military pupils for 3 years.

"*Religion of the students.*—On 31st March 1885 there were 188 pupils in the Medical school belonging to the following religions:—

Religions.	English class.	Native class.	Total.
Hindús	56	53	109
Musalmáns	12	38	50
Sikhs	2	13	15
Christians	12	2	14
Total ..	82	106	188

"This shews that the Hindús are the most numerous; but that the Christians equal the Musalmáns in the English class, and are nearly equal to the Sikhs in both classes together.

"*Additional classes.*—There is a class of practising Hakims taught by Honorary Surgeon Rahim Khan, Khan Bahadur, with 12 pupils. Also a class of European Midwives taught by Assistant Surgeon Brij Lal Ghose, Rai Bahadur, with 10 pupils; and a class of Native Dhais taught by Assistant Surgeon Amir, with 15 pupils. A Nursing class was begun also last year by the Principal, and attended by 21 persons, nine of whom intended to be paid nurses, and 12 were ladies of the station.

"*Finances.*—The income of the school last year was Rs. 86,865, of which Rs. 69,414 were given by Government, and Rs 5,062 from Municipal and other funds; while Rs. 12,389 were the income from investments, sale of books, &c. The expenditure amounted to Rs. 77,838, of which Rs. 47,184 were the salaries of the Principal, Professors and native teachers, Rs. 2,422 of the subordinate establishment, Rs. 17,704 for scholarships and stipends, Rs. 10,528 were contingent charges. As the

Chap. V, C, 98. Institutions for Technical Training.

average number of the students on the rolls was 193, the cost of each was Rs. 403-4-11, of which Rs. 359-10-3 came from Government, and the rest from other sources.

"The changes among the officers were that Dr. Gray gave over the Professorship of Midwifery and Forensic medicine to Dr. Center, who was succeeded as Professor of Chemistry and Materia Medica by Dr. Perry first, and then by Dr. Tarleton Young. Also Assistant Surgeon Amir Shah was replaced in March by Assistant Surgeon Guranditta Mal."

The Law school.

99. The Law school, which is maintained by the University, sends us no report. It appears from the statistics, which are now for the first time included in our returns, that it had on its rolls, at the end of this year, 71 students, and that the cost of maintenance was Rs. 4,572. The income derived from fees was Rs. 3,670; and this, added to the fees for Law examinations, I understand to more than cover the whole University expenditure upon teaching and examining in law.

The school passed nine out of 37 candidates for the first, and 5 out of 24 for the final examination; these results being very markedly better than those obtained by private tuition, and than the corresponding results of last year. During this year the rules for the management of the school and constitution of the examinations in law have been revised. An Honour examination has been added, and the educational qualifications required for admission to the examination have been raised. At the same time the Chief Court has raised the standard of the University examinations required of candidates for admission to the local bar; and the result can hardly fail to be advantageous to the profession, though it may perhaps reduce the number of students in the Law school.

The Mayo School of Art.

100. The number of students on the rolls of the Mayo School of Art at the end of the year was 85. Last year it was 62; and three years ago it was only 33. This increase in numbers is extraordinary, and seems to show that the school is growing rapidly in the appreciation of the classes for whom it is intended. The expenditure was Rs. 13,260, against Rs. 14,476 in 1883-84; or a reduction of 8½ per cent. in cost, against an increase of 37 per cent. in the number of scholars; an eminently satisfactory result. The number of students maintained at the school by Districts and Native States has risen to 11, and will, I hope, still further increase. I would suggest, as a means of improving the average attendance, a system of very small fines; at any rate upon stipend holders.

101. I discussed the aims of the school so fully last year, that I need do little more than refer to Mr. Kipling's interesting and very satisfactory report, which is printed as Appendix F. One point, however, I cannot leave unnoticed. It is the repeated absorption of Mr. Kipling's time and energies on duties connected with Exhibitions. I do not know what may have been the practice in the past; but on this occasion I was not consulted in the matter, and have no knowledge of any orders which may have been issued to Mr. Kipling, I presume, in his capacity as Curator of the Lahore Museum. But there is no doubt whatever that the result of those orders has been to curtail very seriously the time and attention which he would otherwise have been able to devote to the School of Art. I fully understand how valuable, and indeed indispensable, Mr. Kipling's services are in such matters; and I have already expressed my opinion that Exhibitions forward very materially the aim and objects with which the school is concerned. And so far as Mr. Kipling's artistic skill and power are utilised upon purely artistic work, I believe that the school, as well as the Government, profits in the end. But I do not think that the time he spends in the details of business, and in the collection of exhibits, is productive of any benefit to the school; and if it is found

necessary to employ him in the future to advise or superintend in such matters, I would suggest that such assistance should be given him as would relieve him, as far as possible, of all office and administrative work connected with them.

Industrial Schools.

102. During the year two new Industrial schools have been brought on the returns: the Delhi Municipal school, which is now two years old, and a so-called school at Gurdáspur, which is rather a workshop with two or three apprentices, than a school proper, and which it is, I believe, intended to close. It has also been decided to close the Hoshiárpur school, which has much deteriorated of late. An Industrial school has lately been opened at Ludhiána by the Anjuman-i-Islamia, which does not appear to be included in our returns, although it is, I believe, aided by the Municipality. The total expenditure on Industrial schools has risen from Rs. 2,977 to Rs. 2,165. Only Rs. 180, however, comes from Provincial revenues. I confess that I am not in favour of Industrial schools—at any rate of the class that exists in the Punjab. They have a tendency to degenerate, either into charitable institutions, or into factories supported by public funds. They do not introduce improved methods or special skill. The technical instruction they impart can be better obtained in the local workshops, while the general instruction can be more effectively and more cheaply given in night schools.

I quote the Inspectors' reports as follow :—

"The average numbers on the rolls of the Industrial school under the management of the S. P. G. Mission at Delhi have fallen during the year from 21 to 19, and the cost per head has consequently risen from Rs. 34-1-0 to Rs. 36-13-6. As remarked by Mr. Pearson last year, this can hardly be considered a school in any sense. The 15 Musalmán women who attend it get their living by making lace and embroidery. I do not see how the school serves any purpose of secular instruction. In the city of Delhi there must be several thousand Musalmán women who get their living by needle work, or in the same way as the pupils do here, but then they cost nothing to Government. No part of the pay of the ladies who superintend the institution, and who read good books to the women while they sit at work, should be charged to Government."

"The Industrial school of Art, maintained by the Delhi Municipality at a cost of Rs. 250 per mensem, contained, at the close of the year, 54 pupils, distributed as follows :—

1.	Carpenters' class...	19
2.	Carpet-weaving class	15
3.	Drawing class	15
4.	Sculptors' class	5

"Last year there were only 20 names on the rolls. Several articles manufactured in the school are ready for sale, but the prices fixed are rather high, and consequently they find no purchaser. The staff consists of seven teachers: one for drawing, two for carpet-weaving, two for carpentry, one for mat-weaving, and one for sculpture. The school is under the management of a committee, of which the Deputy Commissioner is the President. It appears from the report of the Secretary to the Managing Committee, that some of the pupils who have left school have obtained employments on liberal salaries. I agree with Mr. Pearson in thinking that in a city like Delhi, where every workshop is an Industrial school on a small scale, a school of this kind is hardly a necessity."

"There are three Industrial schools in the Lahore circle: at Kasúr, Hoshiárpur and Gurdáspur. The two former have not been inspected this year; but the following particulars regarding them are taken from the returns."

"*Kasur* had at the end of the year 40 boys on the rolls: 12 engaged in carpet-weaving, 4 in carpentry, 8 in lungi and darri-making, 10 in needlework, and 1 in saddlery. Seven boys were reading Urdú and five Persian."

"*Hoshiárpur*, 30 pupils, all engaged in carpet-weaving. No reading and writing is taught."

Chap. VI.

Female Education (Natives).

GENERAL EDUCATION OF NATIVE GIRLS—COMPARATIVE ABSTRACT.

Number.	District.	Year.	Number of Scholars on Rolls on 31st March.					Expenditure.			
			High Department.	Middle Department.	Upper Primary Department.	Lower Primary Department.	Total.	Provincial Revenues.	District and Municipal Funds.	Fees.	Total.
								Rs.	Rs.	Rs.	Rs.
1	Delhi	1884-85	...	3	29	722	754	3,729	422	189	18,796
		1883-84	...	...	8	736	744	3,840	629	108	20,799
2	Gurgáon	1884-85	...	...	...	94	94	600	102	...	1,302
		1883-84	...	...	...	121	121	600	235	...	2,205
3	Karnál	1884-85	...	...	...	48	48	336	...	...	1,056
		1883-84	...	...	...	80	80	336	...	...	1,056
4	Hissár	1884-85	...	...	...	...	...	...	...	...	...
		1883-84	...	...	...	...	...	...	...	...	...
5	Rohtak	1884-85	...	...	...	20	20	...	132	...	132
		1883-84	..	...	...	23	23	...	136	...	136
6	Umballa	1884-85	...	...	1	53	54	...	231	...	231
		1883-84	..	...	1	34	35	...	171	...	171
7	Ludhiáná	1884-85	...	1	25	401	427	600	1,830	481	5,095
		1883-84	...	...	22	416	438	600	2,980	471	6,010
8	Simla	1884-85	..	...	...	10	10	104	...	...	313
		1883-84	...	...	...	25	25	120	...	...	421
9	Jullundur	1884-85	...	3	48	922	973	722	4,106	..	5,481
		1883-84	...	3	85	1,127	1,215	764	4,751	...	6,211
10	Hoshiárpur	1884-85	...	...	...	60	60	168	72	...	360
		1883-84	..	...	...	53	53	168	72	...	360
11	Kángra	1884-85	...	...	3	168	171	280	263	...	857
		1883-84	...	...	5	158	163	289	276	...	800
12	Amritsar	1884-85	...	6	30	1,578	1,614	7,506	2,606	1,952	19,500
		1883-84	...	3	33	1,758	1,794	6,104	2,523	2,170	17,671
13	Gurdáspur	1884-85	...	...	...	94	94	25	300	...	835
		1883-84	..	...	...	45	45	...	236	..	236
14	Siálkot	1884-85		...	8	826	834	1,094	3,615	..	4,709
		1883-84	...	...	6	874	880	1,145	3,537	...	4,682
15	Lahore	1884-85	...	8	14	1,244	1,266	3,015	864	637	17,040
		1883-84	...	5	6	1,086	1,097	3,131	890	609	16,764
16	Gujránwála	1884-85	...	...	10	648	658	780	526	5	4,038
		1883-84	...	...	13	613	626	780	643	8	4,057
17	Ferozepore	1884-85	...	...	21	132	153	217	570	...	1,152
		1883-84	...	...	16	134	150	261	528	...	1,253
18	Ráwalpindi	1884-85	...	...	...	1,119	1,119	1,631	1,740	...	6,220
		1883-84	...	...	...	1,082	1,082	1,347	1,740	...	6,364
19	Jhelum	1884-85	...	...	...	645	645	725	960	...	2,590
		1883-84	...	...	...	470	470	737	511	...	1,248
20	Gujrát	1884-85	...	...	...	...	...	...	...	...	...
		1883-84	...	...	...	...	...	...	...	...	...
21	Shahpur	1884-85	...	...	...	76	76	...	323	...	323
		1883-84	..	..	...	95	95	...	282	...	282
22	Peshawar	1884-85	...	...	4	129	133	660	...	..	2,828
		1883-84	...	...	4	122	126	660	...	..	2,419
23	Hazára	1884-85	...	..	...	...	...	...	...	...	..
		1883-84	...	...	...	...	...	...	...	...	...
24	Kohát	1884-85	...	..	..	...	...	...	...	...	...
		1883-84	...	...	...	...	...	...	...	...	...
25	Mooltán	1884-85	...	...	...	62	62	300	..	...	746
		1883-84	...	...	...	70	70	300	150	...	869
26	Jhang	1884-85	...	...	...	240	240	...	672	...	672
		1883-84	...	...	...	229	229	...	667	...	667
27	Montgomery	1884-85	...	...	...	44	44	..	120	...	120
		1883-84	...	..	...	50	50	...	120	...	120
28	Muzaffargarh	1884-85	..	...	...	...	..	...	...	...	..
		1883-84	..	...	...	...	...	...	...	...	...
29	Dera Ismail Khan	1884-85	...	...	..	63	63	255	60	...	435
		1883-84	...	...	...	101	101	..	197	...	206
30	Dera Gházi Khan	1884-85	...	...	.	...	...	...	...	...	...
		1883-84	...	...	...	...	...	...	...	...	...
31	Bannu	1884-85	..	...	...	...	...	...	...	..	...
		1883-84	...	...	...	...	...	...	...	...	...
	Province	1884-85	..	21	193	9,398	9,612	22,747	19,514	3,264	94,331
		1883-84	..	11	199	9,502	9,712	21,182	21,274	3,366	95,097

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Para.		Para.
Inspection of Native Girls' schools ...	103	General progress of Female education	105
Native Girls' schools and scholars ..	104		

Inspection of Native Girls' schools.

103. Last year we were fortunate enough to secure from Mrs. Steel the valuable aid of a lady wholly unconnected with the Girls' schools of the Province, and yet fully competent to report upon their condition. This year Mrs. Steel was unable to assist us; but Miss Wauton of the C. M. S. schools, and Mrs. Rodgers of the Municipal schools at Amritsar, most generously came to my assistance, and at great inconvenience to themselves inspected and reported on the Girls' schools at the head-quarters of the Delhi, Lahore, Gujránwála, Ludhiána, Jhelum and Ráwalpindi districts. This list includes all the districts which occupy a position of importance with respect to female education, with the single exception of Amritsar. The exception, however, was a most important one, but was quite unavoidable, as both the ladies came from Amritsar. I had hoped to overcome the difficulty with the assistance of Miss Greenfield of Ludhiána, but she was unfortunately absent from India during the cold weather. One great want of the Province is an independent lady Inspectress of Native Girls' schools; but we cannot hope to supply it until our financial position is improved. It is impossible to depend upon being always able to obtain assistance from ladies whose time and energies are already fully occupied by their own particular charges. This year I was most fortunate in securing such sympathetic and competent workers as Miss Wauton and Mrs. Rodgers, and Government is indebted to both of them for their invaluable assistance. Their reports have been published separately.

Native Girls' schools and scholars.

104. Two new Secondary Girls' schools have been opened during the year, a Middle department having been added to the Native Christian Girls' boarding school at Ludhiána, and to the Baptist Mission boarding school at Delhi. The number of Primary schools has decreased by 17, 7 were schools having been opened and 24 closed. Of the latter, 3 were Mission schools in Delhi, 7 were Mission schools in Amritsar, 8 were Board schools in Jullundur, and 2 were Board schools in Siálkot. The new schools were, with one exception, Board schools. In some cases, but not in all, the closure of a Girls' school means nothing more than the transfer of its pupils to another and more flourishing school hard by. The table printed on the opposite page gives statistics for scholars and expenditure. The total number of scholars shows a nominal decrease of 1 per cent., which is wholly confined to the lowest classes. The total expenditure shows a corresponding diminution; but the cost to Provincial revenues has increased by nearly 7 per cent. The increase, however, is only Rs. 1,600, of which Rs. 1,100 is due to an increased grant to the Alexandra school at Amritsar, and the rest to the Bába Khem Singh's schools having this year drawn the sanctioned amount for rewards. The standard of education appears to be gradually rising. There were this year 39 passes by the Upper Primary, and 118 by the Lower

Chap. VI, 104. Female Education (Natives).

Primary standard, against 34 and 61 for last year. The number of girls reading in the higher departments also has increased by 2 per cent. The schools of the Mooltan and Ráwalpindi circles, and many of those in the remaining circles, do not send up candidates for examination by standards.

General progress of female education.

105. The above figures show that, while numbers have been practically stationary during the year, some small improvement has taken place in the style of instruction. I think the reduction in the number of Girls' schools, wherever it is not merely nominal, is greatly to be regretted. I admit that, so far as scholastic results are a test of success, much of the expenditure upon Board schools is, to a great degree, money wasted. That expenditure, however, is not large, and some good results from it. But the chief reason why I wish to see the existing Girls' schools maintained is, that I am convinced that the time is not very far distant when the spread of male education in the larger towns of the Province, in which most of our Girls' schools are situated, will engender a real desire for female education. Even now signs of the change are not wholly wanting; and when it comes, the present schools will be invaluable as *nuclei* from which to start. In the case of Government Girls' schools in outlying villages, where it is almost impossible to ensure that the school ever exists save on days of inspection, and where no even moderately competent teacher can be obtained, I do not object to closure. But I am making a firm stand against the abolition of Girls' schools in large towns; some of those closed during the year without my sanction have since been re-opened, and others would never have been closed had not the rule requiring the previous sanction of the Department been disregarded. The attention of all District Officers and Local Bodies has now been directed to the rule; and it is hoped that such cases will not recur.

106. On the other hand, I am not anxious for any great and immediate extension of the number of Girls' schools under public management. The first thing we have to do is to improve the existing schools; and this is to be done by improving our teachers, by employing our best girls in the schools, and above all, by the appointment of an Inspectress. I have obtained from all the schools of the Province a list of girls willing to serve as teachers, with their qualifications, and have circulated it to every school and district; and this will be done annually after the inspections. The number is at present small, but it will increase. One measure is already beginning to bear fruit. I allude to the orders for the gradual abolition of the system of indiscriminate payments in all schools receiving aid from public revenues. A system of rewards, liberal indeed, but based upon success in school studies, is gradually being substituted for it, and the change will, when completed, remove one great blot upon our system of female education.

107. The state of the so-called Bába Khem Singh's schools in the Ráwalpindi and Jhelum districts continues unchanged.

108. I quote the following remarks from the Inspectors' reports. I can cordially endorse the praise given to the Christian Girls' schools; and will add that by far the best work, even from a purely scholastic point of view, in non-Christian Girls' schools is done in those under the management of Missions; while the daily contact with the earnest and cultivated women who devote themselves to their care, that is enjoyed by the pupils of such schools, must bear fruit which will extend beyond the individual scholars.

Lála Piáre Lál, Inspector of the Umballa circle, writes as follows:—

"The statistics reviewed in the preceding paragraphs show some improvement, but the state of female education in the circle, considering that

out of a total female population numbering 2,222,775 souls, 1,423 girls, or 1 in every 1,562, are in Public schools, is by no means satisfactory. Of the eight districts in the circle, two, *viz.*, Hissár and Karnál, have no Girls' schools, and Rohták and Gurgaon have only one each. The three Government schools in the Umballa district and two Aided schools at Kotgarh, in the Simla district, are not of sufficient importance to require notice. The only district where some tangible progress has been made is Ludhiána, but even there the majority of schools are artificial, and some of them quite worthless. Zanána classes are maintained by Mission ladies at Delhi, Riwári and Karnál; but very little or nothing is known of their results. It is difficult, if not impossible, to collect all the young women and girls under instruction in one place and to have them examined by a lady. But there can be little doubt that periodical visitations, such as those paid by Mission ladies to native houses, can have but little effect. The great problem regarding female education is how to get teachers, and this has not yet been satisfactorily solved. Of the schools for Native Christian girls, the Boarding school under Miss West at Ludhiána, and that under Miss Thorne at Delhi, are doing good work. The former, however, labours under the disadvantage of having too many subjects taught and the consequent inability of the girls to pass by the standards. In the latter the lower classes have been neglected. Of the schools under the Municipalities and Local Boards, those at Tihára and Gujarwál, in the Ludhiána district, are the best taught in the circle."

Lála Ságar Chand writes from the Lahore circle:—

"The general condition of the non-Christian schools is unsatisfactory, owing partly to the inefficiency of the existing staff of teachers and the difficulty of obtaining better ones; but partly also to the apathy of the people themselves, who do not appreciate female education. They value knowledge merely as a means of earning money, and not for the mental cultivation it gives; and as woman in India has no career open to her, the ability to read and write is looked upon as a superfluity in her case. Moreover, as the great mass of males is uneducated, an educated woman is regarded with positive disfavour in many places; and hence some people think that, for the present, it would be best to confine our efforts to a wide extension of the education of males, and that when this had taken place, female education would come of itself. While admitting the force of this, I do not think that we should do nothing until the arrival of that happy day. Our Female schools are a constant reminder to the people that woman ought not to be neglected; and in spite of every discouragement, they ought to be continued.

"When we turn to schools for Christian girls, an entirely different picture presents itself. One feels as if transported to an altogether more civilized region. And no wonder; for, in the first place, these schools are under efficient European management; and in the second place, the pupils are drawn from classes who value education for its own sake, and are free from the prejudices which beset Hindús and Muhammadans, and check their advancement. Thus, those causes which tend to keep schools for girls of the latter class in a depressed state are absent, and the progress of the pupils is accordingly satisfactory."

Chap. VII, A. Europeans and Eurasians.

GENERAL EDUCATION OF EUROPEANS AND EURASIANS—COMPARATIVE ABSTRACT.

1	2	3	4	5	6	7	8	9	10	11	12	13
			Number of Scholars on Rolls on 31st March.					Expenditure.				
Number.	District.	Year.	High department.	Middle department.	Upper Primary department.	Lower Primary department.	Total	Provincial revenues.	District and Municipal funds.	Fees.	Total.	Remarks
						BOYS.						
1	Simla ...	1884-85	26	87	86	212	411	7,320	300	12,564	44,063	
		1883-84	11	26	33	20	90	7,320	300	9,565	21,585	
2	Lahore ...	1884-85	13	19	27	122	181	6,600	360	6,259	13,219	
		1883-84	9	23	21	138	191	6,600	360	5,405	12,831	
3	Ráwalpindi	1884-85	9	24	49	66	148	15,449	..	5,117	29,074	
		1883-84	18	19	34	75	146	14,460	.	3,788	28,544	
	Total	1884-85	48	130	162	400	740	29,369	660	23,940	86,356	
		1883-84	38	68	88	233	427	28,380	660	18,758	62,960	
						GIRLS.						
1	Delhi ...	1884-85	.	...	..	21	21	893	.	293	1,827	
		1883-84	.	...	..	23	23	741	...	379	1,719	
2	Umballa...	1884-85	...	...	...	...	.	1,200	...	430	1,630	Closed from 1st November 1884.
		1883-84		...	...	23	23	1,050	..	284	1,334	
3	Simla ...	1884-85		24	*108	254	386	9,420	300	14,890	43,153	* Includes 26 boys.
		1883-84	..	3	44	150	197	9,370	300	13,568	27,458	
4	Amritsar	1884-85	..	..		.	...	100	100	8	208	Closed from 1st May 1884
		1883-84			..	11	11	200	200	97	511	
5	Gurdáspur	1884-85		..	...	...	.	...	...	...	.	
		1883-84	.	.				840	...	342	1,652	
6	Lahore ..	1884-85	.	3	55	110	168	9,840	...	5,079	17,503	
		1883-84	...	2	37	122	161	9,840	...	5,800	18,360	
7	Gujránwála	1884-85	...	...		..	..	120	90	16	240	Closed from 1st May 1884.
		1883-84	...	...		14	14	478	360	47	984	
8	Ráwalpindi	1884-85	..	..	51	159	210	12,411	...	6,187	30,942	
		1883-84		4	74	135	213	11,860	...	3,760	27,148	
9	Mooltan...	1884-85	..	..	6	12	18	480	...	312	1,128	This school contains 6 boys.
		1883-84	...	.	4	20	24	480	...	232	1,146	
	Total	1884-85	...	27	220	556	803	34,464	490	27,217	96,631	Includes 32 boys
		1883-84	...	9	159	498	666	34,859	860	24,529	80,312	

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

	Para.
SECTION A.—EUROPEANS AND EURASIANS.	
European education in the Punjab	109
European Boys' schools	110
European Girls' schools	111
SECTION B.—MUHAMMADANS.	
Muhammadan education in the Punjab	112
Muhammadan Education in the Umballa circle	115
Muhammadan education in the Lahore circle	116
Muhammadan education in the Mooltan circle	117
SECTION C.—NATIVE CHIEFS.	
Education of Native wards	118
SECTION D.—LOW CASTES.	
Education of the outcast classes	119

SECTION A.—EUROPEANS AND EURASIANS.

European education in the Punjab.

109. The table on the opposite page gives statistics for European education for 1883-84 and 1884-85 side by side. Unfortunately the inclusion for the first time of the Lawrence Military Asylum at Sanáwar in the returns vitiates the comparison; but the true figures are compared in the extracts from the Inspector's report given below. The results, as regards boys, are exceedingly satisfactory. Those for girls are less so, the difficulties experienced in maintaining small schools having led to the closure of station schools at Umballa, Gujránwála and Amritsar. Steps are being taken to re-open the last under the supervision of the Lady Principal of the Alexandra school, and I hope they will be successful. The Lahore High school maintains its high position among the Boys' schools of the Province, and I hope that the Bishop Cotton school at Simla is in the way to recover its lost ground. The Lawrence Asylum at Sanáwar has been separately reported on. Under its new Principal, great improvements have been effected, accompanied by a very considerable reduction of expenditure. The European Code for the Bengal Presidency has now been brought into force into the Punjab, and the new standards will very materially affect the scholastic organisation and course of studies of our Aided schools. For this reason it is unnecessary to discuss the subject of European education at any length in the present report. The European schools have been under the charge of the Inspector of the Lahore circle throughout the year; and the extracts quoted below from Lála Ságar Chand's report give the main facts in a convenient form :—

European Boys' schools.

110. "The following table shows the number of schools for European boys in the Province, with their total attendance, and the distribution over their several departments at the close of year :—

Ch. VII, A, 110.

Europeans and Eurasians

Name of Institution.	No. of Institutions.	Secondary Schools.					Name of Institution.	Number of Institutions.	Primary Schools.		
		In High schools.	In Middle schools.	In Upper department.	In Lower department.	Total.			Upper Primary.	Lower Primary.	Total.
Simla, Bishop Cotton school	1	17	28	32	9	86	Christ Church school, Simla	1	.	24	24
Lahore, Boys' High school	1	13	19	17	70	119	St. James' Boys' school, Lahore	1	10	52	62
Ráwalpindi St. Thomas' College, Murree	1	7	5	12	7	31	Boys' school, Lahore ...	1	8	23	31
Ráwalpindi Lawrence Memorial Asylum, Murree .	1	2	19	29	36	86					
Lawrence Military Asylum, Sanáwar	1	9	59	54	179	301					
Total .	5	48	130	144	301	623	Total	3	18	99	117

"Excluding, for the purposes of comparison, the Lawrence Military Asylum at Sanáwar, which was not included in the returns last year, the number of Secondary schools is 4 against 8. The deficiency, however, is simply owing to the fact that the High and Middle departments of the schools have not been regarded as separate institutions. So the number of Primary schools also remains unchanged, there being 3 independent schools and 4 attached departments of Secondary schools; total 7, as last year. The aggregate numbers in these institutions have risen from 427 to 439, or 2·8 per cent. The numbers in the Secondary stage show an increase of 4. The numbers in the Upper Primary division have risen from 88 to 108, or 22·7 per cent., but those in the Lower Primary department have fallen from 233 to 221, or 5 per cent.

"Of the aggregate numbers, 50·3 per cent. are in the Lower Primary, 24·7 per cent. in the Upper Primary, and 25 per cent. in the Secondary stage.

"The total expenditure on the Boys' schools still excepting the Lawrence Military Asylum) amounted to Rs. 52,622, against 63,060 last year; the fees have risen from Rs. 18,758 to Rs. 20,984, or 11·8 per cent., and constitute 39·8 per cent. of the entire expenditure. The figures for the Lawrence Military Asylum, Sanáwar, are not known.

"Five candidates passed from all the Boys' schools in the Province in the Entrance examination of the Calcutta University held in April 1884, and 5 also in the examination held in April 1885. For the European Middle school examination held in September 1884, 26 candidates appeared, including 1 private student, and 21 passed; 7 out of 10 from the Bishop Cotton school at Simla, all the 7 from the Boys' High school, Lahore; 5 out of 7 from the Lawrence Military Asylum at Sanáwar, the solitary student sent up from the Lawrence Memorial Asylum, Murree, and the private students. For the Upper Primary examination, 6 institutions sent up 60 candidates, of whom 59 passed. For the Lower Primary standard 8 schools supplied 127 candidates, passing 85. The results for the Middle School and Upper Primary examinations are very satisfactory.

European Girls' schools,

111. "There are 14 schools for European girls in the Province, of which 2 are Secondary and 12 Primary, against 3 Secondary and 18 Primary last year. Excluding, however, the Primary departments of the three Secondary schools which existed last year, the number of Primary schools at the close of 1883-84 would appear to have been only 15. One Secondary school seems to have been closed during the year under report, *viz.*, that at Ráwalpindi, as it does not appear in the returns. Three Primary schools have also been closed, *viz.*, the Station schools at Umballa and Amritsar, and the Gujránwála Christian Girls' school. Excluding the Lawrence Asylum at Sanáwar, which was not shown in the last year's returns, the numbers have fallen from 9 to 5 in the Secondary stage, and from 657 to 596 in the Primary. This decrease is mainly due to the closing of the four schools above mentioned. Of the aggregate numbers now at school, 437, or 72·8 per cent. are in the Lower Primary, and 159, or 26·5 per cent., in the Upper Primary stage.

"The expenditure on these schools amounted to Rs. 82,047, of which Rs. 34,464 came from Provincial revenues, Rs. 490 from Municipal funds, Rs. 26,416 from fees, and Rs. 20,677 from subscriptions. The expenditure last year was Rs. 80,312, showing an increase of Rs. 1,735, or a little over two per cent. The average cost per pupil has increased more than 14 per cent. The fees, however, have risen from Rs. 24,529 to Rs. 26,416.

"Four girls appeared for the Middle School examination from the Convent school at Simla, 1 from the European Training school at Delhi, and 1 from the Auckland House Girls' school at Simla. There was also 1 private candidate. Of these, 3 of the 4 from the Convent school and the private candidate, altogether 4, passed.

"For the Upper Primary examination 57 candidates presented themselves from 10 schools, and 39 were successful; 12 of these 39 being from the Lawrence Military Asylum at Sanáwar. For the Lower Primary examination, 12 institutions sent up 114 candidates, of whom 67 passed. The results are on the whole satisfactory."

SECTION B.—MUHAMMADANS.

Muhammadan education in the Punjab

112. The following figures show in a convenient form the degree in which our schools and colleges are made use of by Hindús, Sikhs and Muhammadans respectively:—

Kind of Institution.	Hindús.	Sikhs.	Muhammadans.
Boys.			
Arts Colleges	214	20	104
Secondary schools	24,556	3,445	13,194
Primary schools	38,625	7,317	32,308
Training schools	136	20	104
School of Art	18	21	44
Law school	43	6	17
Medical school	109	15	50
Industrial schools	7	2	69
Other schools	8	7	45
Total at Public schools	63,716	10,853	45,935
,, male population	3,883,915	639,460	5,639,845
,, ,, per scholar	60·9	58·9	122·7
Males between 5 and 15 years of age	981,349	152,533	1,524,237
,, ,, per scholar	15·4	14·0	33·2
Scholars at Private schools *	21,941	6,759	102,135
Total scholars at schools of all sorts	85,657	17,612	148,070
,, males, per scholar	45·3	36·3	38·1
Males between 5 and 15 years old, per scholar	11·5	8·5	10·3
Girls.			
Secondary schools	.	. .	71
Primary schools	3,557	1,579	3,740
Training schools	52	39	37
Industrial school	.	...	15
Total at Public schools	3,609	1,618	3,863
,, female population	3,246,913	481,544	4,885,305
,, ,, per scholar	899	297	1,264
Females between 5 and 15 years of age †	778,376	105,446	1,226,424
,, ,, per scholar †	215	65	317
Scholars at Private schools ‡	442	133	4,317
Total scholars at schools of all sorts	4,051	1,751	8,180
,, females, per scholar	801	275	597
Females between 5 and 15 years old, per scholar†	192	60	150

* 13,406 girls are included in Boys' schools, of which details by religion are not available.
‡ 675 boys ,, in Girls ,, ,, ,, ,, ,,
† These figures are very untrustworthy.

A comparison with the corresponding figures for 1883-84, which will be found at page 102 of the last report, shows that while the number of Hindus at Public schools and colleges has increased by 5½ per cent., that of Sikhs has risen by 9, and that of Muhammadans by 6 per cent., and that the proportion of scholars to Muhammadan boys of school-going age has risen from 1 in 35 to 1 in 33. Adding the figures for Private schools, while total numbers show a slight falling off among Hindús, they have risen by 7 per cent. for Sikhs and by 1 per cent. for Muhammadans. But the figures for Private schools are not really comparable, as they

Ch. VII, B, 112 — Muhammadans.

were collected in different manners and on different bases, and an interval of three years has elapsed between the two sets of statistics. Even so, the result of the figures is that, in respect of boys at a school of some sort, the Muhammadans are distinctly ahead of the Hindús, though far behind the Sikhs, in proportion to numbers. In Public schools for girls, the Hindús have increased by 3 per cent., and the Sikhs and Muhammadans decreased by 10½ and 13½ per cent., respectively. The figures for Female private schools are useless, as 13,500 girls are included in Indigenous boys' schools, of whom we have no details by religion. The increase in the number of Muhammadans in Arts colleges is partly owing to the inclusion, for the first time, of the figures for the Oriental College. But deducting the 67 Muhammadan scholars of that institution, the increase from 18 to 37 is sufficiently striking. As before, the proportion of Muhammadan pupils is largest in the School of Arts; and the increase in actual number, from 30 to 44, is large. Unfortunately the change in classification renders impossible a comparison between the figures of the two years for Primary and Secondary education separately. Next year this will again become possible.

113. The Muhammadans of Amritsar have established an Anglo-Vernacular High school, with an advanced Indigenous Department attached to it, and have recently obtained a grant-in-aid from Government; and I believe that their example will be followed elsewhere, though perhaps on a more humble scale. I believe also that the alteration in the rules for the Middle School examination, by which a large choice of subjects has been allowed to candidates, and the Oriental classics have been given their proper place, will do much to stimulate higher Muhammadan education. I found that the Islámia school at Gujránwála, which had hitherto prepared its pupils only for the Oriental Title examinations of the University, was about to add History to its course, raise somewhat its standard in Arithmetic, and send up candidates for the Middle School examination, and I urged a similar course upon other schools of the same character. If such schools can, while preserving their religious character and the prominence given to the Oriental classics, succeed by only a slight alteration in their curriculum, in passing boys for the Middle School examination, and so opening to them the doors of Government employment, Muhammadans will almost certainly make much larger use of them than at present.

114. I briefly noticed the general question of Muhammadan education in the Punjab in paragraph 151 of my last year's report, and it is unnecessary to repeat the remarks I then made, and which I still believe to be true. The orders of the Government of India, contained in paragraph 14 of their Resolution No. 7, dated 15th July 1885, in the Home Department, on the manner in which the subject should be treated in Provincial annual reports, reached me too late for anything special to be done this year. The Inspectors of the Umballa and Lahore circles have noticed the matter fully, and their reports, with some remarks by the Inspector of the Mooltan circle, are printed below. Unfortunately the Inspector of the Ráwalpindi circle has neglected the instructions requiring him to devote a special portion of his report to the subject, and has contented himself with referring us to the remarks in his brief accounts of districts printed at pages 32 to 38. I have now issued orders which will, I hope, secure that the subject shall be properly treated in future. I may just notice two points raised by the Government of India in their orders quoted above. The new scheme by which High school scholarships are allotted to districts and divisions will put the Muhammadan scholars of backward districts on an equality with the Hindús of the more advanced parts of the Province in respect of other scholarships.

The Primary and Middle school scholarships are already local, and no special measures in this direction seem to be necessary. As for Inspecting officers, the Assistant Inspector for the Ráwalpindi and Mooltan circles is a Muhammadan, while 15 out of the 29 District Inspectors belong to the same religion. I quote the Inspector's reports below:—

Muhammadan education in the Umballa circle.

115. "Of the total population of the circle, numbering 4,851,284 souls, 1,271,568 are Muhammadans. Of these, again, 672,580 are males and 598,988 females.

"The number of boys of school-going age may be estimated at about 174,870. Of these there were in attendance in our schools, at the close of the year, 6,880, or 3·9 per cent., or 1 in 25·4—a proportion nearly equal to that of the Hindús, but lower than that of the Sikhs. The number of boys reading in Secondary schools was 2,836, that of boys studying in Primary schools 4,034, and that of students in the Delhi Normal school 12. Last year there were 7,291 scholars in Public schools, distributed as follows:—

Secondary schools	486
Primary schools	6,784
Normal „	21
Total	7,291

"There has thus been a decrease of 411 scholars among Mussalmáns, due partly to sickness and partly to the transfer of 10 schools to the Lahore circle by the abolition of the Sirsa district. The large increase in the number of students reading in Secondary schools, and the corresponding decrease in the number of those reading in the Primary, is due to the adoption of new forms of Educational returns during the year. The number of Mussalmán boys reading in Private and Indigenous schools at the end of the year was 5,505 out of a total of 11,115—a proportion much higher than that of the Hindús in the same kind of schools. Taking the numbers in Public and Indigenous schools together, the proportion of Mussalmán boys of school-going age was 1 in 14, that of the Hindús 1 in 20·14, and that of the Sikhs 1 in 12·5. There were at the close of last year 486 boys reading at the Secondary stage. The number at the close of the year under report, it is believed, was larger.

"The following statement showing the number of successful candidates of different creeds at the several examinations held during the year is instructive. It will be remembered that about a quarter of the population of the circle is Muhammadan.

Examinations.	No. of Successful Candidates.		
	Hindús.	Sikhs.	Muhammadans.
Entrance Examination.			
Government Anglo-Vernacular Institutions ...	35	2	8
Aided „ „ ...	12		4
Total ...	47	2	12
Middle School Examination.			
Government Anglo-Vernacular Institutions	123	12	42
Government Vernacular „ ...	121	28	46
Aided Anglo-Vernacular „	54	2	8
Private „ „	39	1	13
Private Vernacular „	16	3	6
Total	353	46	115
Upper Primary Examination.			
Government Anglo-Vernacular Institutions ...	238	4	85
Government Vernacular „	483	57	152
Aided Anglo-Vernacular „	51	2	17
Total	772	63	254
Lower Primary Examination.			
Government Institutions	1,406	160	567
Aided „	117	2	57
Total	1,523	162	624
Grand Total	2,695	273	1,005

Ch. VII, B, 115.

Muhammadans.

"The statistics reviewed above conclusively show that in the Umballa circle no special measures for the education of the Muhammadan population are needed. Not only the ratio of Mussalmán boys in attendance in Public schools to the total Mussalmán population, or to boys of school-going age, is higher than that of the Hindús, but the proportion of successful candidates at the several public examinations also is very favourable.

"The state of female education among Mussalmáns, though not at all satisfactory, is better than that among the Hindús. The total number of scholars reading in Public schools at the close of the year was 1,407. Of these 611 were Hindús and 498 Mussalmáns. Of the 66 reading in Indigenous schools, 47 were Mussalmáns and 5 only were Hindús. At the Upper Primary examination 3 out of the 4 successful candidates were Mussalmáns, and of the 36 who passed the lower examination, the number of Musalmáns was 22."

Muhammadan education in the Lahore circle.

116. "The number of Muhammadan boys attending the schools in this circle is 17,933 out of a total of 51,521 lads. The number of Muhammadan girls under instruction is 2,765 out of 5,951 at school. The Muhammadans thus constitute about 32 per cent. of the entire strength of our Boys' schools, and 46·5 per cent. of that of Girls' schools. The proportion of Muhammadans to Hindús in the Boys' schools may be roughly taken to be as 17 to 26. In the Anglo-Vernacular Secondary schools there are 3,118 Muhammadans to 5,715 Hindús, and in Vernacular Secondary schools 5,473 to 9,763. In the Vernacular Primary schools, in two districts, Jullundur and Siálkot, the Muhammadans exceed the Hindús. In the Kángra district their numbers are insignificant; but the Muhammadan element in the population is small also. Of the other districts, only in that of Amritsar is their proportion too low. Everywhere else they are fairly represented.

"The causes of the low numbers of Muhammadans in the higher classes of our schools, especially Anglo-Vernacular schools, have been fully discussed in the Provincial Education Report for last year; and I have nothing to add to those remarks. I may, however, observe that, whatever may have been the case in the past, the Muhammadans are now fully sensible of the error they made in avoiding an English education so long, and that they are making vigorous efforts to repair their error. Already a High Anglo-Vernacular Muhammadan school has been established at Amritsar, and there seems to be a firm resolve among them not to allow themselves to be left behind in the race after advancement any more by any section of the community. In future, therefore, a large increase in the number of Muhammadan boys in the higher classes of the schools may be expected."

Muhammadan education in the Mooltan circle.

117. "In his last annual report Mr. Harvey noticed an increase of 240 Mussalmán boys in all the schools of this circle, and there has been a further increase of 292 boys during the past year, which goes a great way to show that the schools are rapidly rising in the estimation of our Mussalmán subjects in these parts. But still the general state of Muhammadan education is very low as compared with that of the Hindu section of the community, and there is no wonder that it is, and will remain so. The fact seems to be that the people who generally do and can avail themselves of the advantages of our system of education in India are those above the artizan and the labouring classes, and belong almost exclusively to the Hindu community.

"The following statement will furnish some statistics for comparison between Hindús and Muhammadans attending the public schools. It will be seen from it that while the number of Hindu males to each Hindu boy in the circle is 119 in Anglo-Vernacular Secondary schools, 152 in Vernacular Secondary schools, and 52 in Vernacular Primary schools, that of Mussalmán males to each Mussalmán boy is 1,903, 1,478 and 212 in the same kinds of schools respectively."

COMPARATIVE STATEMENT OF ATTENDANCE OF HINDU AND MUHAMMADAN BOYS AT PUBLIC SCHOOLS IN THE MOOLTAN CIRCLE FOR THE YEAR 1884-85.

District.	Male Population.			Total number of boys reading in Public schools.	Number of Boys Reading in						Total attending all Schools.		Number of Hindu Males to each Hindu Boy at School.					Number of Muhammadan Males to each Mussalman Boy at School.					Total number of males to each boy at a Public school.
	All Religions.	Hindús.	Muhammadans.		Anglo-Vernacular Secondary Schools.		Anglo-Vernacular Primary Schools.		Vernacular Secondary Schools.		Vernacular Primary Schools.		In Anglo-Vernacular Secondary schools.	In Anglo-Vernacular Primary schools.	In Vernacular Secondary schools.	In Vernacular Primary schools.	Total.	In Anglo-Vernacular Secondary schools.	In Anglo-Vernacular Primary schools.	In Vernacular Secondary schools.	In Vernacular Primary schools.	Total.	
					Hindús.	Mussalmáns.	Hindús.	Mussalmáns.	Hindús.	Mussalmáns.	Hindús.	Mussalmáns.											
Mooltan ...	304,517	62,942	238,591	3,943	671	198			196	46	1,053	1,640	1,920	1,884	94	..	321	60	33	1,205	..	5,187	145	127	77
Jhang ...	214,382	34,696	177,680	2,153	614	19			112	59	482	614	1,108	863	57	.	310	72	30	935		3,012	289	206	100
Montgomery ...	232,947	45,486	180,274	1,470	100	32			342	61	482	307	924	400	455		133	94	40	5,634	.	2,955	587	451	158
Muzaffargarh	184,610	24,139	158,815	1,364	79	49			120	106	396	590	595	745	306		201	60	40	3,241	.	1,498	269	213	135
Dera Ismail Khan	238,468	29,711	207,282	2,159	354	151			245	143	639	510	1,238	804	84		121	46	24	1,373		1,450	406	258	110
Dera Ghází Khan ...	200,667	25,890	173,671	2,735	181	40			364	342	856	938	1,401	1,320	143		71	30	18	4,342	.	508	185	132	74
Bannu ...	177,503	17,203	159,565	1,854	22	21			204	120	629	762	855	903	782	..	84	27	20	7,598		1,330	209	177	96
Total ...	1,552,994	240,067	1,295,878	15,677	2,021	681	.		1,583	877	4,537	5,361	8,141	6,919	119		152	53	29	193		1,478	242	187	99

Ch. VII, C, 113.

Native Chiefs

Education of native wards.

SECTION C.—NATIVE CHIEFS.

118 The only special institution in the Punjab for the education of the sons of Native Chiefs and of minors under the Court of Wards is the Wards' school at Umballa, a brief notice of which by the Inspector is printed at the end of this paragraph. The institution has never been a success; and it is now proposed to replace it by a Punjab Chiefs' school on the right bank of the Rávi, opposite Lahore, near the tomb of Jahángír at Sháhdara. The new school is to be a sort of Punjab Eton, to which only boys of good family shall be admitted, and at which the education shall be thorough and the fees high. The Chiefs of the Province, who will have a large voice in the management, have taken up the matter warmly, and there is little doubt that the scheme will be successful. The Inspector reports favourably upon the educational progress of 12 Wards of Court, all but one of whom are studying at Government schools.

"The Wards' school at Umballa was inspected at about the end of August 1884, when there were 10 names on the rolls. Of these 3 were studying the subjects prescribed for the first class of the Secondary department, and the rest were reading in the Primary stage. None of the boys presented themselves for the Upper Primary examination. For the Lower examination there was only 1 candidate, *viz.*, Randhír Singh, Sardar of Siálbá, who passed. The progress of the young Sardárs was not considered satisfactory, and it appeared that out-door exercises and games received more of the attention of the pupils than their books. The views of Government on the subject of improving the position of the school have been published, and it is hoped that under the new organisation the results will be far better than they have been hitherto."

SECTION D.—LOW CASTES.

Education of the outcast classes.

119. I print below the remarks upon the education of the outcast classes, which have been recorded by the Inspectors of the Umballa, Lahore and Mooltan circles. The Inspector of the Ráwalpindi circle dismisses the subject with the remark that "there are no low caste schools in the circle." This is too summary. I confess I am not hopeful that much can be done in the immediate future for the education of the lower castes in the Punjab. In several towns—among them, I think, Umballa and Ráwalpindi—the Missionaries told me that they had several times started schools for sweepers and chamárs; but, after a brief period of success, had had to close them or turn them into ordinary schools for want of scholars. The Delhi schools are certainly evidence on the other side. But it is, I think, mainly to Missionary effort that we must look in this direction; and all we can do is to aid it liberally when it is forthcoming.

Umballa circle—"In the report upon education in the Ludhiána district (see page 15), it has been stated that in some of the Village schools in that district the presence of the children of Mazhabi Sikhs and Chamárs is tolerated. In the report upon education in the Delhi district (see page 7), a brief account is given of the state of low caste schools maintained by the Baptist Mission. Some of these schools were inspected by me in May last. There were then 25 schools with an attendance of 728, of whom 472, or more than 64 per cent., were in the lowest class. The number of children in the second class was 162, and that in the third class, 89. Of the total number of scholars, 5 only were in the Upper Primary department. Four of these schools are situated in towns and villages in the North-Western Provinces. In the statement of Public schools supplied by the Director's office, the number of schools on the 31st March is shown at 24, and the total number of scholars at 694. The results of examination, with the exception of those for the Gháziábad school, which can in no sense be called a low caste school,

were unsatisfactory, the majority of the pupils being in an elementary stage, and most of the teachers untrained men. The monthly expenditure on these schools amounts to about Rs. 360, of which Rs. 50 is contributed by the Provincial revenues, and Rs. 50 by the local Municipality. The S. P. G. Mission also maintains in the city and suburbs of Delhi 9 schools for the education of low caste boys. The attendance at the time of the last annual examination conducted by the Mission was 203. In some of the small schools in the district, under the management of the same Mission, the numbers on rolls were about 140. All these schools are yet in their infancy, and none of them receives aid from Government."

Lahore circle.—"Under this head are to be included not only Chúrahs and Chamárs but also Sánsís and Mazhabís. I regret, however, that the statistics in my possession respecting the education of these classes are very meagre. Excepting the Siálkot district, there are nowhere any Government schools for the instruction of low castes in this circle. In that district there are 4 schools for children of Sánsís; 2 in the Raiya tahsíl, 1 in the Daska tahsíl, and 1 in the Siálkot tahsíl. The aggregate attendance at inspection was 117, and 9 passed the Lower Primary examination. In one of these schools the boys had reached the fourth class of the Upper Primary department. I am not, however, aware whether there are any sweepers or Chamárs receiving education at any of the schools.

"In the Lahore district 13 Chúrahs, against 17 last year, are learning to read and write in different schools; 3 of them are in the Lahore, 1 in the Chunián, 5 in the Sharakpur, and 4 in the Kasúr tahsíl. Three of them have reached the third class of the Primary department, the rest being all in the second class. There would seem to be no children of these classes at any of the ordinary Village schools in the Amritsar district, but there is a Mission school for sweeper boys which has an attendance of 32. In the Hoshiárpur district there was one sweeper boy on the roll at the end of the year. In the Ferozepur district all that I have been able to ascertain is that there are some Mazhabís to be found here and there in the Village Primary schools, but their exact number is not known. I have no information respecting the other districts, but there must be some Mazhabi children receiving instruction in the Public schools in them also. In former years when acting as Assistant Inspector of this circle, I came across a few Mazhabí pupils, sons of military officers, in several districts, but everywhere they had to sit apart from their class-fellows."

Mooltan circle.—"Under this head there is nothing to be added to Mr. Harvey's remarks. Of the previous year, he said:—'There is no special provision made for the education of the low caste natives in this circle, nor have I found any objection made, as in other circles, by the higher castes to their sitting by them. The fact is that low caste Hindús are very uncommon all over, and low caste Muhammadans are not looked upon with the same degree of aversion. I do not think it necessary to make any provision in this circle in this direction.'"

Ch. VIII, 120.

Private Schools

CHAPTER VIII.

PRIVATE SCHOOLS.

	Para.		Para
Private schools	120	Private schools in the Mooltan Circle	124
Private schools in the Umballa circle .	122	Private schools in the Ráwalpindi circle	125
Private schools in the Lahore circle .	123		

Private schools.

120. The definition and classification of Private schools are briefly noticed in Chap. I., para. 2. I print below the reports of the Inspectors on the Private schools of their circles. Unfortunately some of the Inspectors have not understood that the term "Private" includes Indigenous schools. This is the first time that any information regarding Private schools, other than Indigenous, has been collected in the Punjab; and the figures for Indigenous schools are the only ones we possess, with the exception of the very complete returns which were printed and exhaustively discussed by Colonel Holroyd in his report for 1882-83. As the Inspector of the Mooltan Circle remarks, the whole subordinate inspecting staff of the Department was employed almost exclusively for some three months in compiling those returns by personal inquiry in each village; and it cannot be expected that the first set of statistics collected in a less elaborate manner should be equally complete and trustworthy. The statistics will probably improve year by year; but the experience of this year has convinced me that the only means of obtaining really reliable figures is by calling for a simple annual return for his circle from each patwári; and I am in correspondence with the Financial Commissioner with a view to obtaining permission for this to be done. The returns which are embodied in the tables appended to this report were obtained from Deputy Commissioners at the close of the year, and are in some respects certainly inaccurate. Unfortunately many of them were obtained too late for it to be possible to obtain explanation on doubtful points, and I have been obliged to accept the figures as they stand. Next year I hope the statistics will be more complete; while Inspectors will be requested to discuss them more fully, and in a more general manner, dealing with districts and classes of schools rather than with individual institutions. I quote their present remarks in full, as the subject is both interesting and important.

121. It will be seen that according to the figures of General Table III., of some 12,700 Private schools only 881 are other than indigenous; and it is probable that by far the greater number of these even are really indigenous, with some subjects added to the curriculum that are not ordinarily taught in Indigenous schools. It is very difficult to say where the line should be drawn, and when a school that has added arithmetic, history, geography and the like to its course of studies, ceases to be indigenous. Of the 12,000 schools returned as indigenous, with their lakh and a quarter of scholars, no fewer than 6,700, with 68,000 scholars, merely teach the Qurán by rote. A little more than 2,000, with nearly 22,000 scholars, teach Oriental classics; while the remaining 2,600, with 31,000 scholars, teach chiefly a Vernacular. In these last schools there are no fewer than 10,000 Muhammadans, a result more favourable than I should have anticipated; while

6,700 of the same creed attend schools classed as non-indigenous and discussed above. A peculiar point brought out by the figures is the large number of girls (no fewer than 13,500) that attend Boys' schools of this class.

Private schools in the Umbala circle.

122. "Last year there were 3 schools, other than indigenous, in the Umballa Circle which could come under this class. One of them had been opened in the town of Pánipat, in the Karnál district, by the son of one of the teachers of a Branch school, in the hope of being able eventually to obtain for it the status of a Branch school, and for himself a permanent livelihood. The second school had been established in a village in the Delhi district by a man who was formerly teacher in a Primary school in the Rohtak district, and had been dismissed for some fault. Both these schools collapsed for want of support. The managers, to whom the conditions upon which they could apply for a grant from public funds had been clearly explained, appeared anxious to be relieved altogether of the burden which the teachers had thrown on their shoulders. The third school still in existence is the Popular school at Ludhiána. It is under the management of one Mangal Singh, formerly a Daftri in the Deputy Commissioner's office, who keeps it up in hopes of obtaining for it a grant from the local Municipality.* I inspected this school in March last, when there were 32 names on the rolls, all in the Primary department.

"The number of Indigenous schools at the close of the year was 829. Of these 823, with an attendance of 11,115, were returned as Boys' schools; and 6, with an attendance of 66, as Girls' schools. Of the total number of institutions, more than one-half were Qurán schools. The number of schools for advanced teaching in either Arabic, Persian or Sanskrit is limited, being less than one-eleventh of the whole. Next to the Qurán schools, the number of schools for the teaching of the multiplication tables and Mahájní is the largest. Some of the Qurán schools, it is hoped, will be brought under the influence of the Department upon the publication of the rules for grants under the results system. At present there are few institutions in which reading or writing is taught as a regular course of study. At Ludhiána a school for Mussalmáns has been started during the year, which aims at providing both secular and religious instruction for its pupils, and in which arithmetic also forms a part of the curriculum. The plan is to prepare, in the course of three years, candidates for the Lower Primary examination, and to give the boys at the same time instruction in the Qurán and such elementary books on Fiqa (religious law) as every pious Mussalmán is expected to know. The plan is a good one, and deserves encouragement."

Private schools in the Lahore circle.

123. "The Private schools, other than indigenous, known as existing in the circle last year, are the following:—

For Boys—

1. The Anarkali Selected school at Lahore.
2. The Free Private Anarkali school at Lahore.
3. The Sat Sabhá school at Lahore.
4. The Hindu school at Lahore.
5. The Brahmo Night school at Lahore.
6. Pandit Harparshád's school at Lahore.
7. The Muhammadan Anglo-Oriental school, Amritsar.
8. The Nárowál Mission school in the Siálkot district.
9. The American Mission school at Siálkot.
10. The Fatahgarh Mission school, Gurdáspur district.
11. The Sanskrit school, Gujránwála.

For Girls—

12. The Arya Samáj Girls' school, Lahore.

"Of these, Pandit Harparshád's school at Lahore and the Muhammadan Anglo-Oriental school at Amritsar have, since the commencement of the present year, been brought upon the list of aided institutions. The others continue unaided as before. And only two of these schools were inspected during the year, *viz.*, Pandit Harparshád's school at Lahore and the Mission School at Nárowál. The particulars recorded below, respecting some of the others, have been obtained from the managers.

"The Anarkali Selected school was established in 1870. It is an Anglo-Vernacular institution, but the study of English was introduced only two years ago. The number on rolls is 110, distributed over six classes; three Middle, two Upper Primary and one Lower Primary. There is no fixed scale of fees in force in the school; but the average income

* There are special reasons for not aiding this school.—D. I.

Ch. VIII, 123. Private Schools.

from this source is said to be about Rs. 30 per mensem. The scheme of studies agrees with that followed in Government schools, with the exception that instruction in the doctrines of the Muhammadan religion is superadded. Last year two boys appeared from this school in the Middle School examination, but both failed.

Private school in the Lahore circle.

"The Free Private school came into being on the 1st September 1884, and, like the Anarkali Selected school, is an Anglo-Vernacular institution. It has 88 pupils on the roll in its two departments, and the classification is as follows:—

Upper Department, 1st class 10, 2nd class 15, 3rd class 12.
Lower „ „ 20, „ 14, „ 17.

"It should be noted that in this scheme the 1st class is the highest. The curriculum of studies is similar to that in Government schools, though with some differences. One boy passed the Middle School examination. The staff consists of five teachers and two monitors.

"The Sat Sabha school was originally established at Mádhopur in 1858, but was transferred to Lahore in 1865. There were 37 pupils on the rolls at the end of June last. The boys have to pay only an entrance fee of four annas, which amounts to about two rupees a month. No tuition fee is exacted. There are 3 teachers in the school, of whom only 2 are paid for their services. In 1864 and part of 1865 the school received a Government grant-in-aid of Rs 20 a month; but the aid was stopped in the course of the latter year. The institution is now supported by private subscriptions, and a grant of Rs. 8 per month from the Punjab University. The books read are the same as in Government schools. The teaching of books inculcating the doctrines of Christianity is strictly prohibited. Gurmukhi is a compulsory subject. Surveying and drawing are also taught.

"The Brahmo Night school was opened on the 1st January 1884. Like the other Boys' schools in Lahore, it is an Anglo-Vernacular institution. The number on the rolls at present is 41, though at times the register has gone up to 80. The boys are distributed into six classes, and the school teaches up to the Middle school standard. The staff consists of 2 paid and 4 honorary masters. These latter are members of the Samáj, who have volunteered their services gratis. The expenditure is said to amount to ten rupees in all. No fees are levied. This school sent up six students for the recent Middle School examination, and all passed.

"Pandit Harparshad's school, unlike most of the others mentioned in the list at the beginning of this extract is a Primary school. It was visited by Mr. Sime on the 31st December last, and had then 20 boys on the roll, distributed into five classes. The school has been in existence for nearly 13 years, and is intended as a preparatory school for the well-to-do classes of the neighbourhood of the Sútar Mandi in Lahore. Mr. Sime examined the classes, and was convinced that substantial work was being done. The scheme of studies is similar to that for Government schools.

"The Muhammadan Anglo-Oriental school had, at the close of the year, 209 pupils on the rolls. Of this number, 30 were in the Middle, 61 in the Upper Primary, and 118 in the Lower Primary stage. The success of the school in the Middle school examination has already been noticed, and provision has now been made for teaching boys up to the Entrance standard. The school is open to Hindús as well as Muhammadans; and for the benefit of the former, a Sanskrit department has been opened. Religious instruction is compulsory for Muhammadans; optional with the rest.

"The Nárowál Mission school had 148 names on the rolls when inspected on the 2nd of December last. Of these 103 belonged either to the Lande class, or to the 1st class of the Lower Primary department. Still the instructional state of the school was, on the whole, very fair. Of the 11 boys presented for the Lower Primary Examination, 9 passed; and 8 out of 9 passed by the higher test. The Middle school contained only two classes with 6 pupils; but they had been taught well, and acquitted themselves satisfactorily in all subjects. Three of these boys passed in the recent Middle school examination.

"Of the remaining private schools for boys mentioned in the list at the commencement of this extract (*viz.*, Nos. 4, 9, 10, and 11), I am sorry to say that I am unable to give any particulars, save the following, taken from the return supplied from your office, respecting the American Mission school at Sialkot, *viz.*, that it had 373 pupils on the rolls at the end of the year, of whom 10 were in the High, 63 in the Middle, 47 in the Upper Primary, 157 in the Lower Primary, and 96 in the Lande section. The

success of this school in the Entrance and Middle school examinations has been related in the chapter on Secondary education." Ch. VIII, 123.

Private Schools.

"The Aryá Samáj Girls' school at Lahore has been in existence for nearly three years. It has 30 pupils on the rolls, divided into four classes, but the classification is not according to the Government scheme. The language in which instruction is given is Hindi. The staff consists of two female teachers; but the Samáj thinks of giving one more teacher to the school, to instruct the girls in sewing. Arithmetic and geography form part of the scheme of studies, in addition to reading and writing. The girls pay no fees and receive no scholarships. They belong generally to well-to-do families. Prizes are distributed quarterly or six-monthly, according to circumstances." Private schools in the Lahore circle

124. "The returns do not show the existence of any private schools in this circle other than indigenous schools. Private schools in the Mooltan circle.

"In 1882-83, when a full enquiry was made for the first time regarding Indigenous schools in the province, there were in the Mooltan circle 3,020 such schools attended by 23,624 scholars; according to the returns recently furnished by the District Officers, there are only 1,758 Indigenous schools in the whole circle attended by 15,064 scholars, or less than two-thirds of the number then reported. The cause of this decrease is not apparent, except that in 1882-83, when Indigenous schools were so much talked of, and the various rumours about their being liberally rewarded by Government were abroad, several of the discharged teachers of Government schools and others took it into their heads to set up new schools in the hope of making their livelihood by that means; but as no definite and systematic measures have since been adopted for their encouragement, these men not being able or caring to wait long, have taken to other avocations. It is also more than probable that the recent figures have been collected in a hurried way by irresponsible persons who had no regard to the correctness of the returns. On the previous occasion, under strict orders from the Department, all the District Inspectors and Chief Muharrirs were employed almost exclusively on this duty for nearly a quarter of the year, and they went about from village to village making inquiries on the spot.

"The largest number of Indigenous schools, 659, is in Bannu district, which is the most backward in the circle as regards public schools, and the smallest, 38, is in Montgomery; Muzaffargarh contains 320 schools, Dera Ismail Khan 308, Jhang 257, Dera Ghazi Khan 181, and Mooltan 195. Of the scholars 11,959 are Muhammadans, 2,917 Hindus and 188 others including Sikhs. There are 9,834 learning Arabic or the Qurán, 2,213 Persian, 1,115 Lande or Mahajni, 1,049 Gurmukhi, 501 Urdu, 206 Sanskrit and 146 Hindi or Nagri.

"When on tour of inspection in the last cold season, Mr. Harvey managed to inspect and examine 54 indigenous schools in the various districts, and recommended rewards to the amount of Rs. 1,071. He considered the general progress made by these schools during the past year as fair, and expressed a hope of their becoming good Indigenous schools on their own models."

125. "In the Jhelum district there are 15 Private Vernacular schools, to the teachers of whom rewards were paid last year and this year after examination of their schools in Persian, Urdu and Arithmetic. Private schools in the Ráwalpindi circle.

"The amount paid away in the former year was Rs. 206, and in the latter year Rs. 376, out of an allotment of Rs. 1,000, provided especially for this purpose from District funds. All these schools carry on instruction according to the course prescribed in Government schools, except that geography has only as yet been introduced into one of them, and some of them include indigenous instruction, such as reading of Qurán, &c. This system of paying for instruction by annual rewards only, being a new one in the Province, and not having any former experience to act on, I have had to feel my way gradually, and I have had to make a change already in the reward rates since the first distribution of these rewards. At the last distribution I fixed the rewards at the following rates, *viz.*, Rs. 3 for every pass in each class (excluding the 1st or lowest class) of a school where geography was not taught; Rs. 4 per pass in each class of a school where geography was taught, and Rs. 5, wherever the teacher had either a Middle or Normal school certificate. According to these rates one school with 40 boys in it obtained the highest reward of Rs. 70, very nearly equal to a salary of Rs. 6 per mensem; another school with 51 boys gained Rs. 60, while the rewards in the others ranged from Rs. 36 to Rs. 9.

Ch. VIII, § 25.
Private Schools.

"The total number of boys said to be attending those schools was 590; but as the 1st or lowest class was excluded from examination, the number that came in for examination was 242, and 116 of them got reward grants distributed thus—passed the 2nd class, 91 boys; 3rd class, 22 boys; 4th class, 3 boys; 5th class, *nil*.

Private school in the Rawalpindi circle.

"The reason for fixing the same rate of rewards for all the classes is the following:—If the number of these schools goes on increasing, as it is hoped it will, it will be impossible to maintain the independence of the school, and it will perhaps be not desirable that the District Inspector should keep the strict quarterly watch over them that he does over the Government schools. If, therefore, there was a different rate of reward for each class, there would be no attention paid by the teachers to any regular classification, and boys would be pushed up two or three classes in the one year for the prospect of gaining the higher rewards, which would lead to disappointment and loss from failures; whereas with the same amount of reward for a pass in each class, boys would be kept in the class for which they were fit, and a regular course of studies would thus be ensured.

"The success of this class of schools, paid by annual rewards, depends on the amount of opposition it would have from Government schools with fixed salaries. It would be very difficult, in fact almost impossible, to get men with certificates to open schools on those reward payments, if they found they could get fixed salaries in Government schools. I have, therefore, suggested that as there are already 39 Government Vernacular schools in existence in the district, it would do no harm to prohibit, for a while, the opening of any more Government schools with fixed salaries, so that the new system might have a fair trial.

"A Private Anglo-vernacular school has been open for the last couple of years in the Peshawar sadar bazar, and is called the Peshawar Cantonment school. At my visit to it last May, I found 57 boys on the rolls arranged in the five classes of the Primary school, and about a dozen in the two higher classes were learning English. The school is supported by private subscriptions to the amount of about Rs. 35 per mensem, and by the fees which, at the rate of two annas to eight annas per boy, amount to about Rs. 10 per mensem, to which may be added the substantial assistance of a school-house provided free of rent. The school is worthy of help, as it is said that there were at one time as many as 70 and 80 scholars in attendance; but it would be difficult to keep this number up, when there are only two teachers to carry on instruction in all subjects, including English, and the highest salary given is only Rs. 15 per mensem, which is all that the present income can afford.

"Of Indigenous schools, for both males and females, there are said to be 5,989 in the whole circle, with 65,013 scholars, of whom 57,288 are Muhammadans. Nothing can be gained from an annual inspection of these schools, as from the constitution of them they can show no signs of progress. One visit may show a few boys present; the next visit elicits the fact that the school is not defunct, but is temporarily shut up on account of the teacher being away from home; and at the third visit, if the teacher happens to be at home, a few boys will again be found present; and so on. There is no such information to be obtained as to how many boys have entered or left the school during the year or any other given period; nor can the teacher really tell how many boys are in his school, for the same number is given every year that the school is visited, and the question asked.

"A few of the 15 Private schools of the Jhelum district mentioned above, are *bonâ fide* Indigenous schools; but I doubt whether they will keep up their own indigenous instruction very long, if the teachers find the payment of rewards for instruction in arithmetic, geography, &c., agreeable to their inclinations."

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT BOOKS.

	Para.		Para.
Reorganisation of the text book machinery	126	The Book Depôt and Educational Press	130

Reorganisation of the text book machinery.

126. In my last years' report I noticed briefly the steps that were in contemplation for the reorganisation of the machinery for the production and distribution of text books. During the year the proposed changes have been practically brought to completion. The Government Book Depôt was closed on the 31st December 1884, the business of distributing text books to the schools of the Province, to perform which it had been originally called into existence, being transferred to the private firm of Messrs. Gillon & Co., of Lahore. A large portion of the English and miscellaneous stock was sold to the firm; and the remainder is now being disposed of by private sale. The stock of current vernacular text books and of English text books published by the Department has been made over to Messrs Gillon & Co. to hold on commission sale. The disposal of the Secretariat books, formerly held by the Depôt, is still under consideration in the Civil Department. When they are taken off our hands, and when our remaining stock is completely disposed of, the Government Book Depôt will cease to exist. Meanwhile the accounts since 1870 have been subjected to an independent audit by an officer deputed for the purpose by the Accountant-General; and when the transactions are finally closed, the results will be fully reported to Government. It is perhaps dangerous to hazard an interim opinion; but the Auditor's report and figures have convinced me, that while the apparent profits of the Book Depôt have been unduly enhanced by the system of valuing stock at its full retail price, and making no allowance for discount or deterioration, yet the Institution has been far more than self-supporting; and that it has actually yielded a profit to Government, while fulfilling functions for the performance of which there was, till recently, no other available machinery in existence.

127. While the Book Depôt has been thus abolished, the Educational Press has been largely reduced; 21 out of the 26 presses having been transferred or sold. The remaining 5 presses will be retained, with a small establishment, to print such books, chiefly those which involve mathematical formulæ, or are in the Arabic language, as require particular care in their production, and to continue those improvements in the style of lithography by which Colonel Holroyd has done so much for the vernacular text books of the Province. The work that used to be done by the presses now reduced, has been transferred to private firms; and Government has sanctioned a set of rules, by which private printers can apply to be placed on the list of approved presses, and by which, when any vernacular text book that is not reserved for the Educational Press is to be printed, notice will be given to all presses on that list, and tenders invited for the performance of the work. The list of books reserved for the Educational Press will be published every year with the annual report; and it is the declared object of the Department to reduce the list so far as and whenever it appears safe to do so. The list as it at present stands will be found in Appendix G., and shows that, while an annual issue of

Ch. IX, 127.

Preparation and Distribution of Text Books.

Reorganisation of the text book machinery.

two lakhs of pages is made over to private presses, the number reserved for the Educational Press, exclusive of the Urdu Qáidah, which is printed from plates in a special sort of press, is only one lakh. It will be seen from the report printed as Appendix G., that much work has already been done at private presses. The quality of the work has been, as a rule, good; the departmental style of lithography has been adopted with considerable success; and the delay, which at first was the great difficulty, has been in great measure overcome. The rates are already below those of the Educational Press, and the experiment must be pronounced to be successful. I have no doubt that, under the tender system, we shall succeed in still further reducing the rates; and when we have arrived at a fair market price for the work, we shall be able to substitute contracts for tenders. The work done by private presses is still minutely examined, page by page, in the Educational Press, the examining staff being retained for the purpose; and thus the accuracy of the text, a most important point, is guaranteed. I have framed a set of accounts, which will properly distribute *all* the charges of the text book machinery over the books actually produced during the year, and will show the true value of the stock and plant. They will not only enable us to determine at a glance, whether the machinery, as a whole, is working at a loss or at a profit, but they will also tell us regarding each book, how the retail price compares with the actual cost of production, and thus enable us to so regulate prices as to sell our text-books at the lowest remunerative rate.

128. At the same time the duty of supplying the Government schools of each district with text-books, has been made over to the district boards. In two or three districts the arrangements are not yet complete; but that is, I believe, a mere matter of time. The old arrangement, under which District Inspectors and Head Masters of district schools were responsible for the supply of text-books, buying a stock from their own pockets and receiving the discount as remuneration for their trouble, was most unsatisfactory; insomuch as it laid the very officers whose duty it was to insist upon the scholars being properly supplied with text-books, open to the imputation of being personally interested in their sale. And when the business of supply was transferred from a Government institution to a private firm, it became absolutely necessary that the business of distribution should be undertaken by a responsible body with some little capital at its back; for indeed the District Inspectors and Head Masters could not, under a system of cash payment, be expected to continue their old functions.

129. The machinery for the primary production of text-books has also been remodelled. The translating staff has been transferred to the Central Training College, and a report on their work during the year is printed as Appendix H., from which it will be seen that they have been fully and profitably employed. The Principal of the College has been appointed Secretary to the Text Book Committee, and the Superintendent of the Educational Press has been constituted Assistant Secretary. Thus the whole machinery has been consolidated and brought under the control of a single officer and his assistant, both of whom will be in Lahore during the whole of the cold weather. Both, moreover, have exceptional facilities for the proper performance of their duties. The Principal of the Training College is occupied in training men to teach the very text-books in question, and is surrounded by a picked staff of teachers; while it is the duty of the Superintendent of the Press to watch over and control the

Ch. IX, 129.

Preparation and Distribution of Text Books.

reproduction and supply of the books in use. Unfortunately the work connected with the closing of the Book Depôt was so heavy that it was impossible for the Superintendent to devote any time to his new duties. I myself was absent in camp throughout the cold weather; and no meeting of the Text Book Committee has been held during the year under report.

The Book Depôt and Educational Press.

130. The report upon the working of the Book Depôt and Educational Press during the year is printed as Appendix G. It will be observed that the accounts show a loss of Rs. 10,081. But they exclude the whole proceeds of the last quarter of the year, subsequent to the closure of the Depôt. The sales for this quarter were made by Messrs. Gillon & Co., and will be included in the next accounts, so as to keep the new system entirely separate from the old. Even neglecting the fact that sales are always largest during the last quarter, owing to the formation of new classes after the annual inspections, and taking only the average of the first three quarters, they would amount to over Rs. 23,000. Moreover, the payments from the Treasury for the year include an expenditure of Rs. 25,341, due on account of previous years, which was adjusted at the end of the year under report by special transfer from reserves and general savings. The figures will be included in the general report which will be submitted to Government, and will exhibit the final results of the past working of the Depôt; and I hope that their results will be briefly summarised and published by Government in the form of a resolution.

DENZIL IBBETSON,

Offg. Director of Public Instruction, Punjab.

APPENDIX A.

Appendix A.

Government College, Lahore.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR 1884-85.

The Staff

During the year in question, Professor T. C. Lewis obtained 22 days' privilege leave from the 16th June 1884, during which time an intramural arrangement was made to carry on his work. Mr. J. Sime, Officiating Principal, was in charge of the Lahore Government College up to the 22nd December 1884, when I returned from furlough and reassumed charge. Dr. C. R. Stulpnagel also reverted at the same time to the College as Professor of Metaphysics, and Mr. F. H. Cope reverted to his substantive appointment as Assistant Professor in the Lahore College. Subsequently Dr. C. R. Stulpnagel obtained three months' privilege leave, of which he availed himself from the forenoon of the 10th February 1885. Consequent on his departure on leave, Mr. T. C. Lewis was appointed to officiate in the 3rd grade, Bábú Sashi Bhushan Mukarji to act as Professor in the 4th grade, and Lála Ságar Chand as Assistant Professor. Another change effected throughout the year in the college staff was the transfer of the Assistant Professors of Arabic and Sanscrit to the Oriental College of the Punjab University, with effect from the beginning of October last.

Roll and attendance

The number of students on the rolls on the 31st March was 186 (*vide* margin). The average number on the rolls during the year was 174, and the average daily attendance 151. The corresponding returns for the previous year were 128, 132 and 118. I should have expected a still greater increase in these figures in the ensuing year, but I am afraid that the new scale of fees to be introduced from the 1st June 1885, coupled with the decrease in the number of Government scholarships will have a deterring effect.

1st year class	94
2nd " "	49
3rd " "	25
4th " " ...	14
M A. "	4
Total	186

Scholarships.

The amount spent in scholarships during the year was Rs. 16,160-5-0 as given below :—

	Rs.	A.	P.
Government scholarships	10,892	0	2
University "	3,428	4	4
Municipal "	1,185	11	6
Endowment "	511	5	0
District fund "	143	0	0
Total Rs. ...	16,160	5	0

Thus it will be seen that the amount contributed under each head exceeds the amount spent during the last year, when the total expenditure on scholarships was Rs 12,419-14-8, as below :—

	Rs.	A.	P.
Government scholarships	8,612	15	0
University "	3,282	9	2
Municipal "	297	11	10
Endowment "	226	10	8
Total Rs. ...	12,419	14	8

Among Municipalities, that of Amritsar Committee is liberal in its award of scholarships to Amritsar men, as it alone gives Rs. 110 per mensem for the purpose. The number of students attending the institution without scholarships on 31st March 1885 was 78 as against 53 during the last year, which shows that University education is being more and more appreciated, although the number of scholarship-holders is still larger than that of students who pay for their education.

Fees.

The fees amounted to Rs. 3,716-8 against Rs. 2,760 in the previous year. A new scale of fees sanctioned by Government will now be levied in the new 1st and 3rd year classes, the present 2nd and 4th year classes retaining the old rates, owing to their having already entered upon their courses.

Results of Examinations

The examination-results for the year, for which Mr. Sime was wholly responsible, have already been reported on by him. They may, however, also be briefly alluded to in this place.

In the Intermediate examination 47 students were sent up, and 26 passed, against 14 out of 31 in the previous year. The failures were mostly in English.

For the B.A examination 11 students appeared, and 6 passed, against 5 out of 12 in the previous year. All failed in English and in one other subject as already detailed in the report of the examination results to which I have referred. Two students also appeared at the Calcutta B A examination and passed; so that in this examination there were 8 passes out of 13, as reported by the Officiating Principal.

For the M.A. examination 3 students appeared and 1 passed.

Appendix A.

Government College, Lahore.

For further details of the examination results I beg to refer you to this office No. 124, dated 7th November 1884, giving cover to a report of the Officiating Principal on the results of examination.

The results of the University examinations for 1883 are as follows:—

Results of examinations.

For the Intermediate Examination we sent up 46 students, of whom 4 absented themselves from the examination. Out of the remaining 42, 19 passed, against 26 out of 47 in the previous year. The failures in this examination were chiefly in Mathematics, Philosophy, and Natural Science.

The result as compared with the last year is not satisfactory. For the B.A. examination 13 students were sent up, of whom 8 passed, against 6 out of 11 in the previous year. This is a satisfactory result as compared with the last year. The failures in this Examination were chiefly in English and Philosophy.

The best result is that for the M.A. Examination, where all the four that we sent up for the examination passed, *viz.*, 2 in History, 1 in English, and 1 in Science.

Race of students and classical studies.

Of the students now on the rolls 135 are Hindus, 30 Muhammadans, 17 Sikhs and 4 Christians. 136 students of the various classes read Persian, 20 Arabic, 40 Sanscrit and 14 who read both Arabic and Persian. From October last, when the Assistant Professors of Arabic and Sanscrit were transferred to the Oriental College of the Punjab University, the work of the Maulvi was divided between him and some other Assistant Professors of the Oriental College which rendered the teaching far more efficient than under the old system. Maulvi Muhammad Husain, since he has been transferred to the Oriental College, has taught Persian to the I., II., and III. year classes of the Government College. The Persian of the IV. year and the Arabic of the I, II., III. and IV. year classes have been taken over by the more competent staff of the Oriental College. The Pandit has, however, continued to lecture in Sanscrit to all the classes as before, with his usual efficiency.

By the above arrangements, the work which previously devolved upon the Maulvi has been considerably decreased; and the students of the Government College have decidedly been gainers by the change, which is not at present an advantage to the Oriental College.

The Library.

Most of the books which were ordered by the Officiating Principal have recently been received in this College. They are being catalogued under different heads by the Librarian. A certain sum might be placed at the disposal of the Principal in order to enable him to order such books direct from England as may be absolutely necessary for class purposes. This proposal has been repeatedly* urged by various incumbents of the Principalship.

Boarding-house.

Eighty students reside in the boarding house. The Committee, supported by weekly censors, has been continued in order to aid the Superintendent in its management. There have not been many complaints, except as regards repairs which the proprietor of the house does not, as yet, seem very willing to execute. The conduct and health of the Boarders throughout the year have been good.

Debating and Cricke Clubs.

The Debating Club held its meetings during the cold weather. Cricket was played with great energy throughout the year.

In conclusion, I beg to report that the staff continues to discharge its duties as satisfactorily as in previous years. Bábú Sashi Bhushan Mukarji has taught well, as in former days, when he passed a student for the M.A degree in Mathematics. Lala Sagar Chand taught Philosophy during the absence of Dr Stulpnagel Practically, however, that Chair can only be filled by Dr. Stulpnagel and Mr. Sime, and there is no doubt that we require and could get (as in the case of Professor Jardine) a special Professor of Metaphysics and Law. This would enable us to fill the Chair of Metaphysics when neither Dr. Stulpnagel nor Mr. Sime is at the College, and would greatly raise the academical status of the Law School, as also increase the College fees. Mr. Cope has recently revised the Reading Room, and has been delivering a few lectures of a popular character to students and others. Mr. Oman is elaborating a scheme for a Science Institute, which should obviously be connected with the College, where appliances already exist which may be made available, especially with increased resources, to the public. Indeed, I have often urged that the College classes generally should extend facilities to non-matriculated or occasional students, whereby the income and prestige of the College would be raised, and the character of the instruction given in it be improved.

G. W LEITNER,
Principal, Government College.

* It would have been carried out this year had it not been for the financial pressure.—D. I.

APPENDIX B.

REPORT ON THE ST. STEPHEN'S MISSION COLLEGE FOR 1884-85.

Staff

No change has taken place in the staff of the college during the year under report. I should, perhaps, mention hat Political Economy is now taught by Mr. Dutt, the Mathematical Professor. I have heard him lecture on the subject and consider him thoroughly up to the work.

Roll and attendance.

The number of students has considerably increased during the year. The number on the rolls on March 31st was :—

1st	year (Intermediate)	16
2nd	„ (do.)	16
3rd	„ (B. A.)	4
4th	„ (do.)	3
	Total	39

This shows an increase of 15 on the numbers as given in my last report. I expect a still larger increase this year. The average attendance during the year was 32.

Race of students.

Of the students now on the rolls, 29 are Hindus (*one of them a Ját, the first, he says, of his caste who has entered a college*), 7 are Musalmáns, 1 Sikh, and 2 Christians (of whom 1 is a European).

Accommodation.

I mentioned last year that in consequence of the increase in numbers we should find it difficult to accommodate ourselves in our present building ; we have in fact been obliged to hire another similar building immediately facing the former one.

Our rent is now in consequence doubled. Should we be so fortunate as to secure the buildings of the present Government hospital when they are offered for sale, we shall have a college in which we can expand *ad libitum*, and in every way adapted for our purpose.

Finance.

There has been a satisfactory increase in the fees during the past year. In March 1883 they amounted to only Rs. 28-8-0 per mensem. In the same month this year they had risen to Rs. 100-8-0. We are now able to reckon on fees as a substantial, and not merely nominal part of our income. Our monthly expenditure has been about Rs. 600 a month, considerably less than it was last year, owing to the great reduction effected in the award of Mission scholarships which are now no longer necessary, and are only given in the second and fourth years to really poor students who do well in the annual examinations.

Passes in Examinations

During the year 1884 we sent up *three* students for the Punjab University Intermediate Examination, of whom *two* passed. *None* appeared from our college in the Calcutta University Examinations.

Curriculum.

The curriculum has remained the same as was reported last year. History is no longer taught in the Intermediate Course. Taylor's Manuals (which are it is hoped to be henceforward abolished) were found too hopelessly impracticable.

Library

During the year Rs. 1,150 have been spent on the Library, the total sum expended from the first being Rs. 2,653. Other books are on their way which will bring the amount up to Rs. 3,000. We are much indebted to the Director for his kindness in securing for us the remainder of the sum originally suggested by Colonel Holroyd as the limit of the grant-in-aid towards the Library, which now, with the Government School Library, gives our students access to as good a collection of books as they need wish for.

Gifts.

The Duke of Devonshire has recently presented us with a handsome telescope, which we believe will shortly be on its way to us, and will form a most valuable accession to our Science apparatus. We have had gifts of books from various friends, among them from H. T. Talbot, Esquire, a solicitor who spent some time in the Punjab last year, and was much interested in our work.

S. S. ALLNUTT,

Principal, St. Stephen's College, Delhi.

APPENDIX C.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL EXAMINATION OF 1884-85.

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award
	LAHORE DISTRICT.			
1	Fakir Syad Mubarik Ali Shah, Member, Municipal Board, Chunian.	Cash	5	To a student of the Chunian Vernacular School who passes in all subjects and stands 4th in order of merit in his school.
2	Do. do.	Do. ...	5	To a student of the same school who succeeds in passing the Middle School Examination and gains the highest number of marks in Urdu Composition.
3	Bhai Mohar Singh, Member, Municipal Board, Chunian	Do. ...	5	To a student of the Chunian School who succeeds in passing the Middle School Examination and gains the highest marks in Arithmetic.
4	Bahadur Mal, Kalra, Chunian.	Do. ...	5	To the best pass in the Chunian School
5	Lala Ranjha Mal, Member, Municipal Board, Chunian.	Do.	5	To a student of the Chunian School who passes the Middle School Examination and gains highest marks in History.
6	Lala Gopi Chand, Member, Municipal Board, Chunian	Do. .	5	To a student of the Chunian School who passes the Middle School Examination and gains highest marks in Mathematics (*i. e.*, Euclid and Algebra).
7	Punnu Singh, Member, Municipal Board, Chunian.	Do. ..	5	To a student of the Chunian School who passes the Middle School Examination and gains the highest marks in Urdu Caligraphy.
8	Lala Sawaya Ram, Shahukar, Chunian.	Do. ..	5	To a student of the Chunian School who gains the highest marks in Persian.
9	Lala Rangu Ram, Shahukar, Chunian.	Do. ...	5	To the 2nd best pass in the Chunian School.
10	Sheikh Alayar, Rais, Chunian.	Do. ...	5	To a student of the Chunian School who passes the Middle School Examination, taking Physics as one of his compulsory subjects.
11	Mian Gaman, Member, Municipal Board, Chunian.	Do. ...	4	To a student of the Chunian School who passes the Middle School Examination and gains highest marks in Sanitation.
12	Chaudhri Chanda, Lambardar, Chunian.	Do. ...	3	Do. do., and stands 3rd in Sanitation.
13	Gul Muhammad, Rais, Chunian.	Do.	5	Do. do., and stands 2nd in Geography.
14	Mian Mir Burhan, Member, Local Board, Chunian.	Do. ...	10	To a student in the Lahore District, who passes the Middle School Examination and gains the highest marks in the aggregate among the students of the Aryan caste.
15	Nizam-ud-din, Assistant Teacher, Chunian.	Shawl .	10	To a Muhammadan student of the Chunian School who passes best in the Lahore Circle, gaining 75 per cent. marks in each compulsory subject.
16	Abdulla, Assistant Teacher, Chunian.	Cash	5	To a student of the Chunian School who passes the Middle School Examination and gains 50 per cent. marks in each subject, provided he had passed his Upper Primary School Examination from any other school in the District.

Appendix C, Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
	LAHORE DISTRICT—*continued.*			
17	Jowala Singh, Zaildar, Dhos.	Cash	5	To the third best pass in the Chunian School.
18	Natha Singh, Lambardar, Harchouk.	Do. ...	3	To a student in the Chunian School who passes the Middle School Examination and stands second in Sanitation.
19	Lala Guranditta Mal, President, Municipal Board, Khaddian.	Do.	10	To the best pass in the Badhana School.
20	Hari Ram, Zaildar, Khaddian.	Do. ...	10	To the best pass in the Kusur Anglo-Vernacular School.
21	Lala Mahtab Rai, Lambardar and Vice-President, Khaddian.	Do.	10	To the best pass among the students of the Kambo caste in the Lahore District.
22	Jai Chand, Patwari, Kanganpur.	Do. ..	10	To the best pass among the inhabitants of Kanganpur, in the Lahore District.
23	Dewa Singh, Ala Lambardar, Kanganpur.	Do. .	5	To the best pass (among the Ala Lambardars' sons) in the Lahore District.
24	Sirdar Atma Singh, Badhana	Do. ..	12	Rs. 4 to each of the three successful students of the Badhana School, who win Government Scholarships, or if the number of Government Scholarships earned by the School falls short of three, then to each of the three best passes in the same School.
25	Sirdar Narain Singh, Badhana.	Do.	5	To the best pass in Physics in the Badhana School or to the best pass in History and Geography in the same School, if the best pass in Physics gains less than 70 marks in that subject.
26	Do. do. ..	Do. ...	5	To the best pass in Mathematics in the Badhana School.
27	Ganda Mal, Badhana .	Do. ...	10	To a successful student of the Badhana School, provided he is a native of Badhana.
28	Gurmukh Singh, Zaildar, Bhasin.	Cloak Cash ...	15 5	To a successful student of the Badhana School, provided he is a native of Bhasin.
29	Sodhi Partap Singh, Hadiara	Do	5	To the best pass in the Badhana School, provided the candidate stands 1st in the Lahore Division.
30	Jalal-ud-din, Zaildar, Baghbanpur.	Do. ..	10	To the best pass in the Baghbanpur School who passes in all the subjects.
31	Nizam-ud-din, Vice-President of Zamindars' Reforming Society, Baghbanpur.	Do.	2	To the 2nd best pass in the Baghbanpur School, provided the candidate has taken up Persian as one of his compulsory subjects.
32	Do. do.	Do.	2	To a successful student of the same School, who gains the highest marks in Persian.
33	Do. do.	Do.	1	To a successful student of the same school, who stands 3rd in his School in Arithmetic.
34	Ilup-ud-din, Secretary of Zamindars' Reforming Society, Baghbanpur.	Do. . .	2	To a successful student of Baghbanpur School who passes 3rd in Physics, taking it as a compulsory subject.
35	Do. do. . .	Do. ...	1	To the 3rd best pass in Arithmetic in the same School.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
	LAHORE DISTRICT—*continued.*			
36	Amin-ud-din, Baghbanpur	Cash ...	2	To a successful Zamindar student of the Baghbanpur School, standing 2nd best in Urdu Caligraphy.
37	Do. do.	Do. ...	1	Do. in Euclid and Algebra.
38	Din Mohamed, Treasurer of the Zamindars' Reforming Society, Baghbanpur.	Do. ...	2	To the best pass in Caligraphy among the successful candidates of the Baghbanpur School.
39	Do. do.	Do. ...	1	Do. do. in Sanitation, taking it as a compulsory subject.
40	Husain Bakhsh, Zamindar, Baghbanpur.	Do. ..	3	To the 2nd best pass in Euclid and Algebra in the Baghbanpur School, provided the student passes in the Middle School Examination.
41	Munshi Zahur-ud-din, Pleader.	Do. ...	1	To the worst pass in the Baghbanpur School.
42	Ghulam Farid, Zamindar .	Do. ...	1	To the 3rd best pass in History and Geography in the Baghbanpur School.
43	Badar-ud-din, Zamindar, Fatehgarh.	Do. ...	5	To the 2nd best pass in the Baghbanpur School, provided the candidate passes in all the subjects.
44	Do. Do.	Do. ...	3	To the 3rd best pass in Physics in the Baghbanpur School, provided he passes the Middle School Examination, taking that subject as one of his compulsory subjects.
45	Ilahi Bakhsh, Zaildar, Dholanwal.	Do. ...	5	To the best pass in Persian in the Baghbanpur School, provided he passes the the Middle School Examination taking Persian as a compulsory subject.
46	Khuda Bakhsh, Lambardar, Pakki Thatthi.	Do. ...	5	To the 2nd best do., do., do., provided he is a Zamindar.
47	Nazar Muhammad, Zamindar, Awan, Dhayewala.	Do. ...	3	To the best pass in Urdu Caligraphy among the successful candidates of the Baghbanpur School.
48	Karam Dad, Zamindar, Mahmud Buti.	Do. ...	2	To the best pass in Sanitation among the successful students of the Baghbanpur School, provided the subject was taken up as one of their compulsory subjects.
49	Mohkam-din, Zamindar, Dakra.	Do. ...	3	To the 2nd best pass in Urdu Caligraphy among the successful students of the Baghbanpur School.
50	Qutab-ud-din, Zamindar, Mari.	Do. ...	3	Do. do to the 3rd best pass in Arithmetic, provided he is a Zamindar's son.
51	Fazl-ud-din, Lambardar, Ichhra.	Do. ...	5	To the best pass among the candidates of the Chunian School, provided he had passed his Upper Primary School Examination from some other school in the Lahore District.
52	Sirdar Arjan Singh, of Sur Singh Village.	Do. ...	10	To the best successful student of the Badhana School whose aggregate marks are higher than the best pass marks in the Jullundur District.
53	Budha Mal, Zamindar ...	Do. ...	3	To the Zamindar boy who stands 3rd in History and Geography among the successful students of the Baghbanpur School.
54	Ichhra Mal, Arora, Khem Karan.	Do. ...	5	To the best pass in the Khem Karan School.
55	Malawa Mal, Mahta, Khem Karan.	Do. ...	2	To the 2nd best pass in the Khem Karan School.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
	LAHORE DISTRICT—*concluded.*			
56	Inayat-ulla, Hakim, Khem Karan.	Cash ...	1	To the best pass in the Khem Karan School.
57	Chet Ram, Constable, Khem Karan.	Do. ...	1	To the best pass in the Kham Karan School.
58	Bala Singh, Zamindar, Raja Jang.	Do. ...	5	To the 2nd best pass in the Baghbanpur School.
59	Sangat Singh, Zamindar, Raja Jang.	Do. ...	2	To the worst pass in the Baghbanpur School.
60	Jawahir Singh, Suga ...	Do. ...	10	To the best pass in the Anglo-Vernacular School at Kasur, provided he beats the best Anglo-Vernacular pass of the Jullundur District.
61	Members, Municipal Board, Sharakpur.	Do. ...	5	To the best pass in the compulsory subjects in the Sharakpur School.
62	Lala Hem Raj, Head Master, Sharakpur.	Do. ..	4	To the best pass in Arithmetic among the successful students of the Sharakpur School.
63	Members of Municipal Board, Sharakpur.	Do. ...	4	To the best pass in Algebra and Euclid, among the successful students of the Sharakpur School.
64	Zaildars and Lambardars, Sharakpur.	Do. ...	4	To the best pass in History and Geography, among the successful students of the Sharakpur School.
65	Shahukars, do. do.	Do. ..	4	To the best pass in Urdu among the successful students of the Sharakpur School.
66	Other Inhabitants	Do. ...	4	To the best pass in Persian among the successful students of the Sharakpur School.
67	Do do.	Do. ...	3	To the best pass in the optional subjects taken together, among the successful students of the Sharakpur School.
68	Shiv Dial, Lambardar, Ichhra.	Do. ...	10	To a successful candidate in the Lahore District who stands first among the students of Khatri caste.
69	Lala Shoo Lal, District Inspector of Schools, Lahore.	Do. ...	10	To a best successful candidate in the Lahore and Umballa circles taken together, provided the candidate had appeared at the Examination for the first time.
	GURDASPUR DISTRICT.			
70	Sirdar Jiwan Singh, Kumedan, Srigobindpur.	Do. ...	15	To a student of the Srigobindpur School who passes the Middle School Examination and stands 1st in his School.
	DELHI DISTRICT.			
71	Munshi Makhan Lal, Pensioner, Delhi.	Do. ...	10	To a bachelor Hindu student in the Umballa Circle who passes the Middle School Examination and is eligible for a Government Scholarship.
72	Lala Ramji Das, late Tahsildar, Hissar District, Delhi.	Do. ...	5	To a student of the Delhi Anglo-Sanscrit School who passes the Middle School Examination and obtains the highest marks in Sanscrit.
73	Lala Nanak Chand, Assistant Surgeon, Sonipat.	Do. ...	10	To a student who passes the Middle School Examination and stands first among Muhiyal Boys.
74	Major R. P. Nisbet, late Commissioner and Superintendent, Delhi Division.	Silver Medal	10	To a student of Anglo-Arabic School who passes the Middle School Examination and stands first in his School and is entitled to a Scholarship.
75	Municipal Committee, Bhiwani.	Watch ...	20	To a student of the District School, Bhiwani, who passes the Middle School Examination and stands first in the School.
76	Pandit Moti Lal, 2nd Persian Teacher, Primary School, Bhiwani.	Do. ...	10	Do. do. who stands 2nd in order of merit in his School.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.		Conditions of Award.
	GUJRANWALA DISTRICT.		Rs.	
77	Sirdar Amrik Singh, Ramnagar.	Cash ...	15	If a student of the Ramnagar School stands first, Rs. 15. If he stands first in his District only, Rs. 7; if he stands first in his School, Rs. 5. In the second case, the balance of Rs. 8, or in the third case, Rs. 10, be given to the student who stands first in the Punjab.
78	Lala Daryayé Mal, President, Akalgarh.	Do. ..	10	To a student of the Akalgarh School who passes the Middle School Examination and stands 1st in his School and gains higher marks than the candidates of Ramnagar and Hafizabad Schools.
	HAZARA DISTRICT.			
79	Arab Sher, Bahadur Khan, Munsiff.	Gold Medal,	30	To the best pass in the Haripur School.
	SHAHPUR DISTRICT.			
80	J. W. Gardiner, Esquire, Deputy Commissioner, Shahpur.	Cash ..	10	To the best pass in the Shahpur District.
81	Shazada Muhamad Yusaf, Tahsildar, Shahpur.	Do ...	5	To the best pass in the Sahiwal School.
82	Chaudhri Ala Bakhsh, Tahsildar, Bhera.	Do. ...	5	To the best pass in the Miani School.
83	Diwan Jowahir Mal	Do. ...	5	To the best pass in the Bhera District School.
84	Malik Khuda Bakhsh	Do.	5	To the 2nd successful student of the Sahiwal School.
85	Malik Hakim Khan	Do. ...	5	To the 2nd successful student of the Miani School.
86	Khuda Bakhsh, Lambardar	Do. ...	1	To the best pass in the Khushab School.
87	Muhammad Khan, Kamboh	Do. ..	1	Do. do. do.
	DERA ISMAIL KHAN DISTRICT.			
88	Bhratari Sabha, Dera Ismail Khan.	Do. ...	10	To a student of the City School, Dera Ismail Khan District, who obtains the highest aggregate number of marks in the District.
89	Do. do.	Do. ...	10	To a student of the Dera Ismail Khan District who passes in Sanscrit, taking it as an optional subject; in case there being more candidates than one, the prize to be given to the student who gains the highest number of marks in Sanscrit.
90	The President, Mission Student Club, Dera Ismail Khan.	Do. ...	5	To a student who gets the highest number of marks in the Middle School Examination from the Anglo-Vernacular Schools in the Dera Ismail Khan and Bannu Districts.
91	The Manager, Mission School, Dera Ismail Khan.	Do. ...	10	To a student of the Mission School, Dera Ismail Khan, who passes the Middle School Examination and obtains the highest number of marks in his School.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
	DERA GHAZI KHAN DISTRICT.			
92	Khan Bahadur Khan, Ghazar Khosa, Dera Ghazi Khan.	Cash	5	To a student of the District School, Dera Ghazi Khan, who passes the Middle School Examination and stands 1st in his School.
93	Members, Municipal Committee, Dajal.	Do.	9	To a student of Dajal School who passes the Middle School Examination and stands 1st in his School.
94	Nawab Imam Bakhsh Khan, Tumandor, Muraian.	Do,	20	To a student of the Rajhan School who passes the Middle School Examination and stands 1st in his School.
	PESHAWAR DISTRICT.			
95	Bakhshi Gokal Chand, Political Agent, Commissioner's Office, Peshawar.	Do.	5	To a student of the Mughal caste who passes the Middle School Examination and stands 2nd among Mughal boys.
96	Dost Muhammad Khan, Garhi Doulat Rai.	Do. ..	2	To a student of the Peshawar District who passes the Middle School Examination and stands 1st in English, Urdu and Persian.
97	Ismail Khan, Lambardar, Murdan.	Do.	2	To a student of the Peshawar District who passes the Middle School Examination taking English, Urdu and Persian and stands first in the District.
98	Shah Muhammad Khan, Lambardar, Murdan.	Do. ...	2	To a student of the Peshawar District who passes the Middle School Examination and stands 1st in his District.
99	Mohamed Akram Khan, Chargali.	Do. ...	2	To a student of the Peshawar School who passes the Middle School Examination in the Vernacular and stands 1st in his District.
100	Mir Ahmad Khan, Rustam	Do. ...	2	To a student of the Peshawar District who passes the Middle School Examination and stands 1st in his District.
101	Mansur Khan, Rustam ...	Do. ...	2	Do. do.
102	Hamid Khan	Do. ...	1	Do. do.
103	Ibrahim Khan, Hamza Kot	Do. ...	4	Unconditionally.
	JULLUNDUR DISTRICT.			
104	Captain C. F. Massy, Deputy Commissioner.	Do. ..	10	To the best pass in English at the Middle School Examination.
105	Kanwar Bikrama Singh, Ahluwala, C.S.I. ..	Do. .	10	From the Government Aided School, Jullundur, for the best pass in History of India at the Middle School Examination.
106	Lala Mehr Chand, Assistant Surgeon, Jullundur Dispensary.	Do. ...	10	For best passes in Dr. Cunningham's Sanitary Primer in the Mission and Government Schools, Jullundur, Rs. 5 each.
107	Mian Bage Khan, Honorary Magistrate.	Do.	5	To the best pass in the Jullundur Mission School at the Middle School Examination.
108	Rai Salig Ram, Honorary Magistrate.	Do. ...	5	To a student of the Government School who stands 1st in English Caligraphy at the Middle School Examination.
109	Do. do.	Do. ...	5	To the best pass from the Jullundur Mission School.
110	Lala Dev Raj, Rais, Jullundur.	Do. ...	2	To the best pass in Urdu Composition at the Middle School Examination in the Jullundur Government School.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.		Conditions of Award.
	JULLUNDUR DISTRICT—*continued.*		Rs.	
111	Lala Rala Ram, Rais, Jullundur.	Cash ...	5	To a student of the Government School, Jullundur, who stands first in Persian at the Middle School Examination.
112	Maulvi Muhammad Yasuf Ali, District Inspector of Schools, Jullundur.	Do. ...	10	To the best pass in Arithmetic at the Middle School Examination throughout the District.
113	Babu David Abdulla, Local Funds Clerk.	Do. ...	5	To the best pass in English at the Middle School Examination in the Jullundur Mission School.
114	Rai Ram Sahai, Subordinate Judge, Jullundur.	Do. ...	10 0	To the students of Government and Mission Schools at Jullundur city who stand 1st from those schools at the Middle School Examination, Rs. 5 each.
115	Lala Nathu Ram, President, Municipal Committee, Kartarpur.	Do. ...	10	To a student of the Kartarpur School who gains the highest number of marks at the Middle School Examination.
116	Lala Ram Chand, Vice-President, Municipal Committee, Kartarpur.	Do. ..	10	Rs. 5 to a student of the Kartarpur School who passes best in English Grammar, and Rs. 5 to another student of the same school who stands 1st in Persian Grammarat the Middle School Examination.
117	Lala Ram Ditta Mal, Member, Municipal Committee, Kartarpur.	Do. ...	10	Rs. 5 to a student of the Kartarpur School who obtains the highest marks in Arithmetic, and Rs. 5 to another student of the same school who passes best in Urdu Grammar at the Middle School Examination.
118	Pandit Behari Lal, Member, Municipal Committee, Kartarpur.	Do. ...	5	To a student of the Kartarpur School who obtains the highest marks in Urdu Composition at the Middle School Examination.
119	Lala Bishan Das, Member, Municipal Committee, Kartarpur.	Do. ...	5	To the best pass in English from the Kartarpur School at the Middle School Examination.
120	Bhai Bishon Singh, Rais, Kartarpur.	Do. .	5	For the next best pass in the Kartarpur School at the Middle School Examination.
121	Babu Churh Singh, Head Master, and Member, Municipal Committee, Kartarpur.	Do. ...	5	For the best pass in the Kartarpur School in History and Geography at the Middle School Examination.
122	Bawa Boli Ram, Zaildar of Kartarpur.	Do. ...	5	For the best pass in Dr. Cunningham's Sanitary Primer in the Kartarpur School at the Middle School Examination.
123	Lala Baisakhi Ram, Member, Local Board, Kartarpur.	Do. ...	5	To the best pass in English Caligraphy in the Kartarpur School at the Middle School Examination.
124	Lala Lal Das, Sahukar and Rais, Kartarpur.	Do. ...	5	To the best pass in Physics in the Kartarpur School at the Middle School Examination.
125	Muhammad Ali Khan, Tahsildar, Jullundur.	Do. ...	5	To the best pass in Persian in the Kartarpur School at the Middle School Examination.
126	Sirdar Ajit Singh, Honorary Magistrate.	Do. ...	6	To the best pass in the Alawalpur School at the Middle School Examination.
127	Lala Jaigopal, Vice-President, Municipal Committee, Alawalpur.	Do. ...	5	For the best pass in Arithmetic in the Alawalpur School at the Middle School Examination.

Appendix C.
Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.		Conditions of Award.
	JULLUNDUR DISTRICT—*continued.*		Rs.	
128	Lala Raghpat Rai ...	Cash ...	5	Best pass in Persian in the Alawalpur School at the Middle School Examination.
129	Lala Ganda Mal, Member, Municipal Committee, Amritsar.	Do. ...	5	Best pass in the Alawalpur School in Persian Grammar at the Middle School Examination.
130	Asad Ali Shah, Head Master, Alawalpur School.	Do. ...	5	Best pass in the Alawalpur School in General Knowledge at the Middle School Examination.
131	Lala Mela Mal, Shahukar, Alawalpur.	Do. ...	5	Best pass in Mathematics in the Alawalpur School at the Middle School Examination.
132	Sirdar Balwant Singh, Munsiff.	Do. ...	7	To the best pass in Arithmetic at the Middle School Examination in the Schools of the Jullundur District.
133	Munshi Ram Rattan, Superintendent, Deputy Commissioner's Vernacular Office, Jullundur.	Do. ...	5	To a student of Jullundur City School who passes best in Persian at the Middle School Examination.
134	Rev. Golak Nath, Missionary, Jullundur.	Do. ...	10	For best passes in Geography at the Middle School Examination from Mission and Government Schools, Jullundur, Rs. 5 each.
135	Sirdar Nihal Singh, Jagirdar, Shahkot.	Do. ...	5	Best pass in the Shahkot School at the Middle School Examination.
136	Chaudhri Bhag Mal, Zaildar, Sajpur.	Do. ...	5	Best pass in Persian in the Middle School Examination from the Vernacular Schools of the Jullundur District.
137	Guru Nau Nihal Singh of Kartarpur.	Do. ...	10	Best pass in the Kartarpur School at the Middle School Examination.
138	Chaudhri Ghulam Ghaus, Zaildar and Member, Municipal Committee, Nakodar.	Do. ...	7	Best pass in Persian at the Middle School Examination in the Nakodar School.
139	Misser Mahtab, Sahukar and Vice-President, Municipal Committee, Nakodar.	Do. ...	7	Best pass in Urdu from the Nakodar School at the Middle School Examination.
140	Lala Bani Mal, Sahukar and Member, Municipal Committee, Nakodar.	Do. ...	7	Best pass in Mathematics at the Middle School Examination from the Nakodar School.
141	Lala Bhagat Ram, President, Municipal Committee, Nakodar.	Do. ...	7	Best pass in Arithmetic from the Nakodar School at the Middle School Examination.
142	Chaudhri Fateh Khan, Lambardar and Member, Municipal Committee, Nakodar.	Do. ...	5	Best pass in History and Geography from the Nakodar School at the Middle School Examination.
143	Lala Bishambar Das, Sahukar and Member, Municipal Committee, Nakodar.	Do. ...	5	Best pass from the Nakodar School at the Middle School Examination.
144	Maulvi Ghulam Ahmad, Head Master, Nakodar School.	Do. ...	5	Best pass from the Nakodar School in Persian Caligraphy at the Middle School Examination.
145	Sirdars Narain Singh and Nehal Singh of Kang Khurd.	Do. ..	5	Best pass from the Nakodar Tahsil at the Middle School Examination.
146	Sirdars Bhagat Singh and Amar Singh of Shahkot.	Do. ...	5	Best pass in Persian from the Shahkot School at the Middle School Examination.
147	Lala Narain Das, Sahukar and Member, School Committee, Shahkot.	Do. ...	7	Best pass in Arithmetic from the Shahkot School at the Middle School Examination.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*continued.*

No.	Names of Donors.	Nature and Value of Prizes, &c.	Rs.	Conditions of Award.
	JULLUNDUR DISTRICT —*continued.*			
148	Sayad Abid Husain Khan, Tahsildar, Phillour.	Cash ...	10	Rs. 5 for the best pass at the Middle School Examination in the Phillour School, and Rs. 5 for the best pass of the Nurmahal School.
149	Bawa Brij Lal, Member, Municipal Committee, Phillour.	Do. ...	10	Best pass in the Phillour School at the Middle School Examination.
150	Lala Bhana Mal, Member, Municipal Committee, Phillour.	Do. ...	5	Best pass in Mathematics in the Phillour School at the Middle School Examination.
151	Dr. Shaikh Qadir Bakhsh Khan, Member, Municipal Committee, Phillour.	Do. ...	5	Best pass in Dr. Cunningham's Sanitary Primer in the Phillour School at the Middle School Examination.
152	Chaudhri Ghulam Ghous, Member, Municipal Committee, Phillour.	Do. ...	5	Best pass in Persian in the Phillour School at the Middle School Examination.
153	Bhai Prem Singh, Head Teacher, Phillour School.	Do. ...	5	Best pass in General Knowledge in the Phillour School at the Middle School Examination.
154	Sodhi Mehr Singh, Jagirdar and President, Local Board, Nawashahar.	Do. ...	10	Best pass in the Nawashahar Tahsil at the Middle School Examination.
155	Munshi Ghulam Muhi-ud-din, Head Teacher, Nawashahar.	Do. ...	5	Best pass in Persian in the Nawashahar School at the Middle School Examination.
156	Pandit Hiranand, President, Municipal Committee, Nawashahar.	Do. ...	5	Best pass in Arithmetic and Mensuration in the Nawashahar School at the Middle School Examination.
157	Pandit Balmukund, Member, Municipal Committee, Nawashahar.	Do. ...	7	Best pass in the Nawashahar School at the Middle School Examination.
158	Babu Raja Ram, Vice-President and Secretary, Municipal Committee, Nawashahar.	Do. ...	5	Best pass in Persian Caligraphy from the Nawashahar School at the Middle School Examination.
159	Lala Lachhmandas, Member, Municipal Committee, Nawashahar.	Do. ...	5	Best pass in Mathematics in the Nawashahar School at the Middle School Examination.
160	Pandit Brij Lal, Jagirdar and Rais, Nawashahar.	Do. ...	5	Best pass in Urdu in the Nawashahar School at the Middle School Examination.
161	Bawa Partab Singh, President, Municipal Committee, Bangah.	Do. ...	7	Best pass in the Bangah School at the Middle School Examination.
162	Lala Kabli Mal, Sub-Registrar and Member, Municipal Committee, Bangah.	Do. ...	7	Best pass in Arithmetic and Mensuration in the Bangah School at the Middle School Examination.
163	Lala Atma Ram, Sahukar and Member, Municipal Committee, Bangah.	Do. ...	5	Best pass in Persian in the Bangah School at the Middle School Examination.
164	Lala Labha Mal, Member, Municipal Committee, Phillour.	Do. ...	5	Best pass in Arithmetic and Mensuration in the Phillour School at the Middle School Examination.
165	C. M. Burton, Esquire, Extra Assistant Commissioner, Jullundur.	Silver Medal	20	Rs. 10 to the best pass from the Government School, and Rs. 10 to the best pass from the Mission School, Jullundur, at the Middle School Examination.
166	Gokal Chand, Muktar, Jullundur.	Cash ...	5	Best pass in English at the Middle School Examination.

Appendix C.

Middle School Prizes.

LIST OF MEDALS AND PRIZES OFFERED BY PRIVATE LIBERALITY, &c.—*concluded.*

No.	NAMES OF DONORS.	Nature and Value of Prizes, &c.		Conditions of Award.
	JULLUNDUR DISTRICT—*concluded.*		Rs.	
167	Wazir Ali Khan, Member, Municipal Committee, Nur Mahal.	Cash ...	5	Best pass in Persian from the Nur Mahal School at the Middle School Examination.
168	Lala Buddha Mal, President, Municipal Committee, Nur Mahal.	Do. ...	5	Best pass from the Vernacular Schools in the District at the Middle School Examination.
169	Munshi Abdul Aziz, Head Teacher, Nur Mahal.	Do. ...	5	Best pass in Urdu composition from the Nur Mahal School at the Middle School Examination.
170	Chaudhri Ghulam Nabi, President, Local Board, Phillour.	Do. ...	10	Best pass in the Phillour Tahsil at the Middle School Examination.

G. W. LEITNER,
Registrar, Punjab University.

Appendix D.

Statistics of Education for Certain Native States.

APPENDIX D.

STATISTICS OF EDUCATION FOR CERTAIN NATIVE STATES.

FORM No. I.

RETURN OF PUBLIC COLLEGES, SCHOOLS AND SCHOLARS IN CERTAIN NATIVE STATES FOR THE YEAR 1884-85.

			High and Middle Schools.		Primary Schools.		Special Schools.		Total.			Total population of State.
			For boys.									
			English.	Vernacular.	For boys.	For girls.	Industrial.	Others.	Boys.	Girls.	Boys and girls.	
1			2	3	4	5	6	7	8	9	10	11
Number of Institutions.		Bahawalpur ...	6	...	37	1	1	10	54	1	55	..
		Jind	1	...	4	...	...	5	10	...	10	..
		Kapurthala ...	1	3	31	...	...	...	35	...	35	.
		Faridkot ...	...	...	3	...	...	...	3	...	3	...
		Total ...	8	3	75	1	1	15	102	1	103	..
Number of Scholars on the Rolls on 31st March who were	*Hindus* ...	Bahawalpur ...	301	...	275	...	...	82	658	...	658	91,272
		Jind	32	...	129	...	...	100	261	...	261	2,10,027
		Kapurthala ...	333	220	561	...	...	.	1,114	...	1,114	82,900
		Faridkot ...	...	..	61	..	...	...	61	..	61	27,463
		Total ...	666	220	1,026	...	...	182	2,094	...	2,094	4,12,262
	Sikhs ...	Bahawalpur ...	5	...	22	...	...	...	27	..	27	1,678
		Jind	7	...	5	...	...	4	16	...	16	4,335
		Kapurthala ...	53	16	115	...	...	...	184	...	184	26,493
		Faridkot ...	...	...	46	...	...	..	46	...	46	40,187
		Total ...	65	16	188	...	...	4	273	...	273	72,693
	Muhammadans.	Bahawalpur ...	202	...	1,026	18	36	80	1,344	18	1,362	4,80,274
		Jind . ..	4	...	4	...	...	...	8	...	8	34,247
		Kapurthala ...	118	134	666	..	...	...	918	...	918	1,42,974
		Faridkot ...	...	...	18	...	...	...	18	...	18	29,035
		Total ...	324	134	1,714	18	36	80	2,288	18	2,306	6,86,530
	Other religions	Bahawalpur ..	...	...	...	...	...	..	. .	...	...	270
		Jind	...	...	...	...	..	...	...	...	...	653
		Kapurthala ...	...	...	...	...	...	...	...	...	...	250
		Faridkot ...	...	...	...	...	...	...	...	...	...	349
		Total ...	...	...	...	...	...	...	...	...	...	1,522
	Total ...	Bahawalpur ...	508	...	1,323	18	36	162	2,029	18	2,047	5,73,494
		Jind	43	...	138	...	...	104	285	...	285	2,49,862
		Kapurthala ...	504	370	1,342	...	. .	...	2,216	...	2,216	2,52,617
		Faridkot ...	...	...	125	...	...	...	125	...	125	97,034
		Total ...	1,055	370	2,028	18	36	266	4,655	18	4,673	11,73,007
Numbers who were Learning	*English* ...	Bahawalpur ...	244	..	...	...	...	...	244	...	244	...
		Jind	13	...	...	...	...	...	13	..	13	...
		Kapurthala ...	214	...	...	. .	...	...	214	..	214	...
		Faridkot ...	...	...	...	..	...	...	...	. .	...	..
		Total ...	471	...	...	...	. .	...	471	...	471	. . .
	Arabic, Persian and Sanskrit.	Bahawalpur .	6	...	..	...	...	162	168	...	168	...
		Jind	23	..	45	...	...	17	85	...	85	..
		Kapurthala .	55	86	422	...	...	...	563	...	563	...
		Faridkot ...	...	...	125	...	...	...	125	. .	125	...
		Total ...	84	86	592	...	...	179	941	...	941	...
	A vernacular language.	Bahawalpur ...	258	...	1,323	18	36	..	1,617	18	1,635	....
		Jind ..	43	...	138	...	...	87	268	...	268	...
		Kapurthala ...	289	230	920	...	...	...	1,439	...	1,439	...
		Faridkot ...	...	...	...	...	...	...	...	...	...	...
		Total ...	590	230	2,381	18	36	87	3,324	18	3,342	...

* Religious Schools.

Appendix D.

Statistics of Education for Certain Native States.

FORM No. II.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS IN CERTAIN NATIVES STATES ON 31ST MARCH 1885.

		Number of Schools	Number of Scholars on 31st March 1885	High Department.		Middle Department.		Upper Primary Department.		Lower Primary Department					Total.		
										Reading printed books			Not reading printed books.				
				Boys.	Total.	Boys	Total.	Boys	Total	Boys.	Girls.	Total	Boys.	Total.	Boys.	Girls	Total.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	14	15	17
HIGH AND MIDDLE SCHOOLS — English — Boys	Bahâwalpur	6	508	50	50	458	458								508		508
	Jind	1	43			20	20	23	23						43		43
	Kapúrthala	4	748	22	22	118	118	137	137	471		471			748		748
	Farídkot																
	Total	11	1,299	72	72	596	596	160	160	471		471			1,299		1,299
TOTAL.	Bahâwalpur	6	508	50	50	458	458								508		508
	Jind	1	43			20	20	23	23						23		43
	Kapúrthala	4	748	22	22	118	118	137	137	471		471			748		748
	Farídkot																
	Total	11	1,299	72	72	596	596	160	160	471		471			1,299		1,299
PRIMARY SCHOOLS FOR—																	
BOYS	Bahâwalpur	37	1,323							1,323		1,323			1,323		1,323
	Jind	4	138							108		108	30	30	138		138
	Kapurthala	31	1,342					239	239	1,103		1,103			1,342		1,342
	Farídkot	3	125					40	40	85		85			125		125
	Total	75	2,928					279	279	2,619		2,619	30	30	2,928		2,928
GIRLS	Bahâwalpur	1	18								18	18				18	18
	Other States—*Nil*																
TOTAL PRIMARY SCHOOLS.	Bahâwalpur	38	1,341							1,323	18	1,341			1,323	18	1,341
	Jind	4	138							108		108	30	30	138		138
	Kapúrthala	31	1,342					239	239	1,103		1,574			1,342		1,342
	Farídkot	3	125					40	40	85		85			125		125
	Total	76	2,946					279	279	2,619	18	2,937	30	30	2,928	18	2,946
GRAND TOTAL	Bahâwalpur	44	1,849	50	50	458	458			1,323	18	1,341			1,831	18	1,849
	Jind	5	181			20	20	23	23	108		108	30	30	181		181
	Kapúrthala	35	2,090	22	22	118	118	376	376	1,574		1,574			2,090		2,090
	Farídkot	3	125					40	40	85		85			125		125
	Total ...	87	4,245	72	72	596	596	439	439	3,090	18	3,090	30	30	4,22	71	4,245

Appendix D.

Statistics of Education for Certain Native States.

FORM No. III.

RETURN OF INDIGENOUS SCHOOLS OF CERTAIN NATIVE STATES FOR THE YEAR 1884-85.

			Advanced Schools Teaching.		Elementary.			Remarks.
			Arabic or Persian.	Sanskrit.	For boys.	Total.	No. of girls in boys' schools.	
1			2	3	4	5	6	7
No. of Institutions		Baháwalpur	54	4	351	409	.	
		Jínd	...	...	8	8	...	
		Kapúrthala	...	.	183	183	...	
		Farídkot ...	2	1	...	3	...	
		Total ..	56	5	542	603	...	
No. of Scholars on the Rolls on 31st March who were	*Hindus* ...	Baháwalpur	13	33	264	310	5	
		Jínd	...	...	84	84	...	
		Kapúrthala ...	...	...	394	394	...	
		Farídkot ...	21	40	...	61	...	
		Total ...	34	78	742	849	5	
	Sikhs	Baháwalpur ...	...	...	...	.	...	
		Jínd	...	...	...	...	...	
		Kapúrthala ..	...	..	76	76	...	
		Farídkot ...	46	..	.	46	. .	
		Total ...	46	...	76	122	...	
	Muhammedans	Baháwalpur ...	282	...	2,291	2,573	465	
		Jínd	...	...	17	17	...	
		Kapúrthala ...	...	...	1,107	1,107	...	
		Farídkot ...	18	...	...	18	...	
		Total ...	300	...	3,415	3,715	465	
	Total ..	Baháwalpur ...	295	33	2,555	2,883	470	
		Jínd	...	...	101	101	...	
		Kapúrthala ...	...	...	1,577	1,577	...	
		Farídkot ...	85	40	...	125	...	
		Total ...	380	73	4,233	4,686	470	
Nos. who were learning.	*Arabic, Persian or Sanskrit.*	Baháwalpur ...	295	33	2,555	2,883	470	
		Jínd	...	..	91	91	...	
		Kapúrthala ...	.	..	1,223	1,223	..	Arabic (the Qurán only) .. 771 Arabic and Persian 233 Persian .. ... 178 Sanskrit 41 1,222
		Farídkot . .	85	40	..	125	...	
		Total .	380	73	3,869	4,322	470	
	A Vernacular language.	Baháwalpur ..		...	...	...	. .	
		Jínd ...		..	16	16	...	
		Kapúrthala ...	...	...	354	354	...	
		Farídkot ...	.	...	...	...	...	
		Total ...	...	...	370	370	...	

APPENDIX E.

REPORT ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR 1884-85.

Report on the Central Training College.

Examination of 1884.

1. The following were the results of the Training College examinations held in July 1884:—

(*a*) *Senior English class.*—Fifteen students presented themselves for examination. Of these 13 passed, one in the 1st grade, and the remaining twelve in the 2nd grade. Of the 2 who failed, 1 was in translation by 1 mark, and the other in teaching and Natural Science by 11 marks and 1 mark respectively. In addition to these, two former students who had failed in 1883 were re-examined in the principles of translation, the subject in which they had failed, and both passed.

(*b*) *Senior Vernacular class.*—This class presented 29 candidates, of whom all passed in the 2nd grade.

Of the 15 men in the Senior English class, 5 were teachers who, on the completion of their course of training, returned to their appointments. The remaining 9 were students without employment.

Employment of students.

2. All these were successful in course of time in obtaining posts in the Education Department with the exception of one, who not obtaining early employment, continued his University studies while holding some post in the Mission College, Delhi, and who was this year successful in obtaining his degree of B.A.

The following list shows the nature of the employments obtained by them:—

1. Ram Chandra, B.A., Rs. 60, District school, Jullundur.
2. Dhrit Ram, B.A., Rs. 50, District school, Ferozepore.
3. Sobha Ram, failed B.A., Rs. 50, Cantonment school, Ferozepore.
4. Ladli Das, F.A., Rs. 40, District school, Ludhiána.
5. Ganga Parshad, failed F.A., Rs. 40, District school, Ludhiána.
6. Shabrati Khan, failed F.A., Rs. 40, District school, Jullundur.
7. Ramji Das, failed F.A., Rs. 30, District school, Kárnal.
8. Diwan Chand, F.A., Rs. 20, District school, Lahore.

Statistics for 1884-85.

3. The College this year consist of three classes, senior and a junior English class, and a senior Vernacular class. The numbers at present on the rolls, and who will present themselves for examination on 23rd July next, are as under—

English Classes.	On rolls.	Students.	Teachers.
Senior	12	9	8
Jnnior	9	4	...

Vernacular Class.	On rolls.	Normal school passed students.	Teachers.	Oriental College students.
Senior } Junior }	31	9	20	2

Senior English Class.

4. There have been considerable variations in the English classes this session. In the senior class during the first three months there were only 7 men on the rolls, and to fill up the fixed number teachers were allowed, as a special case, to be sent in from the unsanctioned establishment. In this way the full number of 15 was obtained in January, but 4 of these have since left the class, without asking leave, the others with my knowledge and permission. They are the following:—

1. Chhajju Mal, went to Egypt in the Commissariat.
2. Sawan Ram, went as tutor to Chamba.
3. Mian Singh, joined Secretariat office under Mir Munshi.
4. Mohammad Ashraf officiates as 2nd Assistant Master and Translator, Central Training College.

This last will present himself for examination.

Appendix E.

Report on the Central Training College

Junior English Class.

5. The junior class was formed in February 1884, and has continued for a year and a half instead of one session as it will do henceforth. The prolonging of their term at college which, in the circumstances was forced on us, has told on the number of the class. This, which was at first 15, has now fallen to 9. At the beginning of the present session four did not again join, and though instead of these four more were admitted, other desertions took place with the final result as above stated. Of these only two left with my knowledge and approval, *viz.*, Ragho Ram, who was appointed laboratory assistant and clerk in the college, and afterwards joined the office of the Director-General of Railways on Rs. 75 to Rs. 100; and Chatar Singh, who was appointed to succeed him in the Central Training College. The latter will still go up for the examination.

Limited supply of teacher students.

Limited supply of a proper class of students.

6. The circumstances above stated seem to justify two conclusions—first, that the supply of suitable young teachers for the Training College is becoming exhausted; and second, that the Department does not offer sufficient inducements to attract students to the senior class at least. The fact that the most of the students of that class this year are failed men seems to point in the same direction.

At the same time this may be only a temporary phenomenon, and the largely increasing numbers of the Government College would seem to indicate that a sufficient supply of men will not be wanting in the near future.

Taking agreements.

7. Another point suggested is the propriety or otherwise of taking agreements from the students of the English classes to complete their course and serve in the Department for a time in return for the very fairly liberal stipends they enjoy. The impression is forced on me that many join the college with no very definite intention of ever joining the Education Department, but look on the college as a pleasant haven in which they may remain until some other opening offers, when they at once take advantage of it without feeling themselves under any obligation to complete the tacit agreement under which they join the college. This want of check on the movements of the students has been felt by me ever since the establishment of the college, but the whole scheme was a tentative one, and it was felt that the strict enforcement of agreements would have frustrated the whole design and prevented students from joining at all. It is also evident that the time has not yet come when we can insist on them. We must wait until the number of students increases and the competition for respectable employments becomes keener.

Senior Vernacular Class.

8. The composition of this class remains very much as in former years, the great majority being either students direct from the Normal schools or teachers who have been at Normal schools. Indeed, this session there are only 2 who do not answer to this description, but have come as Entrance pass men from the Oriental College.

At the same time there is a marked difference in one respect this year in the class. Formerly the students direct from the Normal schools largely preponderated over the teachers, whereas this year the reverse is the case, for we have 20 teachers to 9 students, instead of 3 teachers against 22 students as in last session.

The Assistant Superintendent informs me that the calibre of the students is not so good this year as hitherto, and the explanation may lie in the difference above noted. The forthcoming examination will show whether this impression is well founded or not. If it is so it would seem to show that students do not keep up their studies when they become teachers, and that consequently their intelligence deteriorates.

Staff.

9. As I may not write the report of the college again I take this opportunity of expressing my high appreciation of the excellent staff now working in the college. Lala Kanhya Lal, the Assistant Superintendent, has rendered me most valuable assistance in the work of establishing the institution on a sound basis, and the results of the Vernacular class examination show the excellence of his work as a practical teacher of high skill. Lala Umrao Singh and Lala Jiya Ram are both young men of great promise as scholars, translators and teachers. The former has translated a number of scientific works and revised others in a style which has been highly appreciated, and has shown himself an excellent teacher of Science, for which he has a special aptitude with much manipulative skill and mechanical ingenuity. Lala Jiya Ram is also a most intelligent assistant, and both in teaching and translating gives promise of high excellence. The possession of such men, whose services have been partially transferred to the Training College is a very great advantage to the institution as it enables the Assistant Superintendent and even the Principal to leave the college for a time, whenever it may be necessary, without injury to the institution.

APPENDIX F.

Appendix F

REPORT ON THE MAYO SCHOOL OF ART, LAHORE, FOR 1884-85.

Report on the Mayo School of Art.

Attendance.

1. The number of students on the roll was 85, and the average daily attendance was 65. This is an increase of 23 on the enrolled numbers of the preceding year, but of only 3 on the average daily attendance. The classes from which our pupils are mainly drawn have the most elementary notions of regularity and punctuality; and in spite of the most strenous efforts on my part, neither in their attendance at school nor in their engagements as outside craftsmen do I perceive any improvement in these important respects.

Exhibition work.

2. The worst, and at the same time the most notable feature of the year's work, has been the absorption of my time and energies in exhibition work, which is a serious hindrance to efficient supervision and direction. Sher Muhammad and Rám Singh, assistant teachers, have done their best in superintending the junior classes; and the docility of Indian youths is such that the mere presence of the master and an occasional look round will keep things going, so that work has never been stopped, but I have been unable to carry out certain improvements on which I had set my mind.

Among these was the completion of a set of elementary free-hand drawing examples, drawn to a large scale and especially suited for an Indian drawing school. A good beginning was made, however, and the South Kensington series of Perspective examples is being enlarged, and their instructions translated into the vernacular, or at least into that curious mixed language, which seems to be the only resort for technical instruction.

I have also been unable to form, as I had intended to do, a class for purely architectural design and drawing, to which reference was made in last year's report in connection with my remarks on the Engineering class of the Oriental College.

I cannot forbear expressing the hope that the interruption caused by exhibition work may not recur, or that, if it should be found necessary again to give me this additional work, assistance may also be rendered which will lighten the burden of business details, and leave me time for my legitimate duties.

It cannot, however, be denied that the searching out and bringing forward of the general industrial and artistic capabilities of the Province is of some use to the school, in that it brings us into contact with the best workmen, and gives that practical turn to our work which is so easily missed in theoretic teaching. On the other hand, the examples of Oriental design in the form of engravings, photographs, books, and our own drawings and casts which are gradually accumulating, are of great use to artizans who come up from time to time to take instructions for special objects.

Applicants for admission.

3. We continue to receive applications for admittance from youths whom I trust it is not an impertinence to describe as a "Wastrels" of the Educational Department—*i.e.*, young men who, having arrived at the age of 20 or upwards, have passed the time when, from our point of view, they should have been learning a useful handicraft, in a course of study, which, whether from imperfect powers or insufficient application, has not enabled them to clear the examination barriers which are supposed to stand before profitable employment. I enclose a copy of a brief statement of the objects of the school, which is handed or posted to all such applicants; * most of these propose to learn drawing only, and have no intention of practising any handicraft.

Of mere draughtsmen—*i.e.*, the copyists and tracers in public offices—there are already more than enough; and my aim is rather to give the mistri or workman class, who, according to my experience, are the most willing to work, a training that will make them practically useful. The prejudice against manual labour which exists among the upper classes is still stronger than many of us are apt to think; and when we speak of art, its beauties, refining influences, &c., we do not reflect that for centuries the most important subjects that our school teaches have been set down in the Kama Shastra among the 64 accomplishments—mostly

* I have printed this statement at the end of Mr. Kipling's report, as the information it contains is not generally available.—D. I.

Appendix F.

Report on the Mayo School of Art.

trivial—in which the public women, or Hetairœ of the country are supposed to be proficient; while philosophy, religion, poetry, *belles-lettres*, administration, &c., were considered the only pursuits to which a man of position should seriously apply himself.

I may venture to point out that the success of the school, dependent in part on the interest taken in it by the Government, and by private individuals of high station, will undoubtedly help to combat a prejudice which, though in itself venerable and respectable enough, is not in harmony with modern progress, and will tend to propagate in a humble way the wholesome doctrine of the dignity of labour.

The bulk of our students then continues to be drawn from the artizan classes—and to many of them the two hours' daily instruction received by the junior classes in reading, writing and arithmetic from the school Maulvie is of great value.

Municipality and District Fund students.

4. Of the youths sent up by Municipalities and District Boards some are progressing favourably, but others have come up too young. In cases where such bodies employ draughtsmen it might be worth their while to send them to the school for instruction in design, carpentry, &c.

The following Municipalities and District Funds, provide stipends for the maintenance of youths sent by them for instruction:—Amritsar Municipality, 2 students, Rs. 10 and Rs. 5, per mensem; Kasúr, 2 at Rs. 5; Jhang, 1 at Rs. 5; Gujranwála district fund, 1 at Rs. 5; Jullundur district fund, 1 at Rs. 6; Gujrat district fund, 1 at Rs. 6; Siálkot, 1 at Rs. 5; and the Nabha State, 2 at Rs. 11 each.

Left school.

5. During the year Kapur Singh, draughtsman to the Kapúrthala State, who has been up for three years, has returned to his hereditary employment, having greatly improved in the time. Of other stipend-holders, Daniel Solomon—an Indo-Christian, is now in the service of the Dharmsála Municipality, and Mahomed Din II. is engaged in the *Civil and Military Gazette* office as Engraver and Electrotypist. Bhindi, a potter, mentioned below, also left.

Work of the year.

6. The most important work of the year and the most complete in point of accomplishment was the drawing done for the illustration of the Journal of Indian Art, including architecture, Mooltan pottery, ivory-carving and other subjects. Drawings were also made for carpets, screens in carved wood, for choice examples of Koft work, Hoshiárpur inlay and wood-work, most of the latter being given out for execution to artizans in the districts for exhibition at the Indo-Colonial display in London. The most important piece of original design was the billiard-room for His Royal Highness The Duke Connaught at Bagshot Park. This was begun by Rám Singh and myself during the last vacation; and we succeeded in satisfying our patrons with a project for lining the new billiard-room with an elaborate arrangement of carved wood in the style of the last century of Punjab wood decoration. These designs and drawings, though chiefly the work of myself and Rám Singh, Assistant Master, were worked upon by the younger students, who made full size experimental drawings, models, &c.—perhaps the most instructive practice that can be found. The actual work is too large and heavy to be undertaken in the school, and it is given out on contract to a carpenter at Amritsar who works under the direction of Rám Singh; while some of the choicer panels, &c., are reserved for the practice of the wood-carving class in the school. In addition to the lining of the billiard-room all the furniture for the apartment was designed in the school, so as to be in keeping with the rest. In a similar way the design for a carved screen, the gift of the Punjab Government to the Indian Institute at Oxford, was elaborated in the school on lines suggested by Mr. Basil Champneys, the Architect of the Institute, and actually carried out at Amritsar.

A smaller task was the assistance we were able to render in the matter of a silver State howdah for the Punjab Government; which, having been begun somewhat in haste, was brought to us when the workman who had undertaken it was in trouble with its details. For this we modelled a shield of arms and other details, which were reproduced in metal and generally hastened its completion. But it would have been a much better work if we had been referred to at first. I should be sorry to appear to claim a monopoly of design for the Mayo School of Art, but since it is our business to know about such things, as to how and by whom they can be best done, it seems reasonable to expect that the service the institution owes to Government should be required from it when such matters are in hand.

The address of the Municipality of Lahore to Their Royal Highnesses the Duke and Duchess of Connaught was prepared in the school, and was approved by Their Royal Highnesses as a record of the coloured pottery decoration for which the older buildings of Lahore and its neighbourhood are noted.

The Secretary of the Punjab Masonic Institute offered a premium of Rs. 10 for a design for a steward's badge to be made in silver, of Oriental design. This was made an out-of-school competition, and seven drawings were sent in, not one of which was bad, while two or three, devised for a combination of enamel with silver, were ingenious and tasteful arrangements of Masonic emblems. The money was given by the Secretary.

The carpenter students have been working on the large model of the Chief Court, but the Executive Engineer, Mr. Hilton, is of opinion that it will not be of much use to the workmen. Its real use, as shewing the design as it works out in the solid, revealing faults of detail inevitable in most designs worked out on paper only, and offering an opportunity for revision has not been noticed. These youths are very anxious for a more systematic study of architecture and architectural drawing and modelling, and I hope to meet their wishes when we have seen the last of exhibitions.

The modelling class.

7. In the course of time, when the Punjab begins to build—like the rest of India—it will be found that since brick is the most readily available building material, moulded terra-cotta will take the place of stone carving for relief enrichments; while enamelled tiles, similar in intention, though probably different in design from the old tile work of the Province, will be used for wall surfaces. Plaster modelling for internal decoration will probably follow. It is true that at present our official buildings are so econimically constructed, and it is so hard to find funds merely to enclose and roof in the areas required for public institutions, it may appear superfluous to attempt to provide for so remote a contingency as their decoration. But economy cannot be the invariable rule of the future, nor is a reasonable attention to architectural finish and propriety absolutely inconsistent with economy. I received an application from the Executive Engineer of Simla for information about terra-cotta modelling, and I offered to prepare models of such capitals or other architectural details as might be required, and to make plaster moulds from which they could be produced on the spot. We had not then a man of sufficient experience to send to Simla.

I also offered to instruct any subordinate of the P. W. D. who might be sent down, in the processes of modelling and moulding for terra-cotta. The Executive Engineer thought, apparently, it would be well to experiment on the spot, and at his request we furnished him with modelling tools. We have now built a terra-cotta kiln, primarily for burning terra-cotta figures of agriculturists, busts from nature, &c., for the Indo-Colonial exhibition; and the learners—two Indo-Christian youths, a Nabha student, and four Sikh carpenters—have been diligently practising modelling for architectural work under Mr. Pinto. Their essays are very promising, and include, among other things, panels in high relief of animals, heads, foliage, &c., intended for the panels, in the brick façade of the School of Art, where they will serve to show the capabilities of a material at present scarcely used in the Punjab. One of the two Nabha State students has, with strenuous encouragement, produced a very fair portrait bust in terra-cotta. Bhiadi, a potter by caste, who has been for some years in the school, and has been taught as much modelling and moulding as he could learn, and has successfully practised glazing pottery, has been this year discharged from the school with the hope that he will now practise what he has learned. Specimens of his independently produced work have been purchased for the Indo-Colonial exhibition, and he has a prospect of being employed on the pottery details of the new Chief Court, which are an important part of the design. It is to be regretted that he is not a man of more intelligence and enterprise. It is hopeless, however, to expect that in the Punjab, at present, men of superior caste or intelligence will, as in Bombay, condescend to the potter's trade even for the sake of the high profits that might so easily be made from it. The modelling atelier, besides the figures, &c., already noticed, has supplied two very large full-size models of carved details for the new Allahabad Cathedral.

Instruction for Amateurs.

8. Four students, of the Medical school attended for part of the day for a few weeks with the intention of learning drawing as an

Appendix F.

Report on the Mayo School of Art.

accomplishment, and as a possible help in their anatomical studies. Their progress during the short time they were under instruction was quite satisfactory, and I was able to set them drawing from the round after an unusually short probation of outline from the flat. Students from the Government College have from time to time come to look at the school and have made beginnings to draw; but their time is so fully taken up by obligatory work, it is not surprising that they find it difficult to follow a pursuit in no way essential to their success. Two well-to-do native amateurs have attended irregularly for instruction, one of whom wished to learn to draw portraits. At present it seems desirable to put no hindrance in the way of any one who wishes to come to the school.

I do not expect that many amateurs from Lahore will come, although nothing can be more painfully obvious to those who know anything of native life than the fact that the cultivation of many of the educated classes is broken short off on their leaving school or college. Sher Muhammad, assistant teacher, has occasionally suggested a night drawing school, specially devised for young men employed during the day in other pursuits, who wish to draw or to know something of Art as an accomplishment. But hitherto, I cannot say that any adequate ground for the belief that such a step would be successful has appeared. The matter is worth thinking about; it may be that when we have some relief from the strain of exhibition work and correspondence, we may be able to take steps towards creating an interest in Art for its own sake.

In connection with the subject of the instruction of amateurs, I may mention that a class for ladies was held twice a week during the cold weather, and was attended by eight young ladies.

THE MAYO SCHOOL OF ART, LAHORE.

1. The Mayo School of Art is established for the purpose of instruction in Design, and especially for the development and improvement of the indigenous arts of the Punjab.

2. It is situated in the Anarkali gardens near the Lahore Museum. The hours of attendance are from 10 A.M. to 4 P.M. From the 1st of August to the 15th of October the School is closed for the Midsummer vacation.

3. All students, without exception, are required to pass through the following Elementary Course:—

1. Blackboard Demonstrations of Free-hand Drawing and Outline from the Flat.
2. Elementary Geometry.
3. Outline from the Round.
4. Rudiments of Perspective (Model Drawing).
5. Light and Shade from the Round.
6. Plant Drawing from Nature.
7. Elementary Studies of Colour.

4. This course will be succeeded by more advanced and technical instruction suited to the aptitude and inclination of the students. The following are the chief subjects taught:—

1. Architectural Drawing and Design suitable for Mistries and Draughtsmen.
2. Advanced Perspective.
3. Wood Construction and Ornamentation, as Wood-Carving, Cabinet-Work, &c.
4. Modelling in Clay and Moulding in Plaster, Architectural details for Terra-cotta, Stone Carving, &c.
5. Modelling from Nature.
6. Painting in Oil, Water-Colour and Distemper.
7. Lithographic Drawing.
8. Engraving on Wood and Metal.
9. Textile Design, as Carpets, Embroideries, &c.

5. In all Architectural and Decorative work the principles of Oriental Design are considered of the first importance.

6. Applications for admission should be made to the Principal. Candidates are required to pass through a probation of one or two months at the discretion of the Principal. If no promise of satisfactory progress is given, further attendance will be dispensed with. The most suitable age for admission is about 15 years, and as a general rule the sons of artizans are most likely to repay instruction.

7. No fees are at present charged for tuition ; and drawing materials are supplied by the School.

8. A limited number of stipends are at the disposal of the Principal. These are awarded to promising students, and are liable to reduction or withdrawal if the holders prove inapt or inattentive.

9. Students from outlying districts and towns, provided by Municipal or District Committees with subsistence allowances, are received for instruction.

10. The present Teaching Staff includes—

Advanced Studies	J. L. Kipling, *Principal.*
Elementary Drawing, Modelling and Moulding in Plaster	Mr. Gervaise P. Pinto.
Elementary Drawing and Design ...	Mian Sher Muhammad.
Carpentry, Wood-Carving and Design	Bhai Ram Singh.
Registrar	Lala Dhanpat Rai.

J. L. KIPLING,

Principal, Mayo School of Art, Lahore.

APPENDIX G.

Appendix G.

Central Book Depot and Educational Press.

REPORT ON THE GOVERNMENT CENTRAL BOOK DEPOT AND EDUCATIONAL PRESS FOR 1884-85.

The new books issued during the year were the following :—

1. Arithmetic in Urdu, Part III., by Mr. Sime.
2. Do. in Hindi, Part I., do.

The reprints of vernacular books issued during the year are given in Statement marked A, from which it will be seen that 3,30,651 copies were printed at the Government Educational Press, and 56,018 at private presses. Private presses generally executed the work in the departmental style with accuracy and clearness, but the fault with some of them was great delay in the execution of the orders. For the future it has been arranged that the bulk of the work of lithographing books will be given to private presses and a small amount of printing will be reserved for the Educational Press, agreeably to Lists I. and II. annexed.

During the year under report a sum of Rs. 80,132-9-10 was drawn from the Treasury, and printing materials for Rs. 8,364 were received from the Superintendent of Stationery, Calcutta, so that the total receipts from Government amounted to Rs. 88,406-9-10. From this the following items should be deducted, *viz.*, Rs. 525, approximate cost of translating the the *Urdú Gazette* up to 30th June 1884; Rs. 770 on account of paper for printing the same; Rs. 1,200 on account of registration of books under Act XXV. of 1867; Rs. 5,998-6-3 on account of books supplied to libraries; and Rs. 373-12-3 on account of books supplied on the public service. The net receipts, therefore, after deducting the sums above named, amounted to Rs. 79,629-7-4.

The sum of Rs. 1,054-11-0 was paid into the Treasury, and Rs. 69,648-14-9 were credited to the Book Depôt and the Educational Press by transfer entry; so that the total payments made to Government, exclusive of payments on account of sale of books received from the Secretariat office, amount to Rs. 69,548-5-5. Hence the receipts exceed the payments by Rs. 10,081-1-11. But the payments do not include any money on account of sales during the last quarter of the year, which were undertaken by Messrs. E. Gillon & Co.

The annexed statements show the Financial operations of the year, (B) for the Educational Press, (C) for the Book Depôt, (D) for the two institutions combined.

The following statement shows the value of English and Vernacular books brought on to stock and sold at the Depôt during the year :—

Books and Maps.	In stock at the close of 1883-84.	Brought on to stock during 1884-85.	Total.	Issued during 1884-85.	Balance at close of 1884-85.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
English ...	88,577 10 5	43,209 14 3	1,31,787 8 8	11,485 14 0	1,20,301 10 8
Vernacular	43,008 6 9	75,575 13 4	1,18,584 4 1	35,447 15 3	83,136 4 10
Total ...	1,31,586 1 2	1,18,785 11 7	2,50,371 12 9	46,933 13 3	2,03,437 15 6

The sum of Rs. 1,18,785-11-7 the total of the value of books brought on to stock is made up of the following items :—

	Rs.	A.	P.
English books ordered from England ...	3,567	13	11
Official books received during the year ...	34,491	7	5
English books published by the Department	2,039	8	3
Do. purchased locally	1,511	6	0
Vernacular books delivered by the Educational Press	35,674	9	11
Vernacular books printed at private presses under the orders of the Department ...	11,360	8	6
Vernacular books purchased in India ...	5,979	2	4
English books received back	28	1	0
Vernacular books do.	197	2	7
Enhancement made to the price of English books and discount allowed by publishers	1,571	9	8
Enhancement made to the price of vernacular books and discount allowed by publishers	22,364	6	0
Total	1,18,785	11	7

The following is thedetail of books issued during the year :—

Sold to Deputy Commissioners up to 31st December 1884	12,528	8	9
Sold to Head Masters of District and Normal schools up to 31st December 1884 ...	4,772	3	8
Sold to Superintendents of Regimental schools up to 31st December 1884 ...	586	15	6
Sold to Superintendents of Jails up to 31st December 1884	156	5	0
Cash and Miscellaneous sales	23,550	8	7
Supplied to College and school libraries ...	4,546	14	0
Do. to Director's Library	350	6	6
Do. to Inspectors	68	3	0
Do. on the public service	373	12	3
Total	46,933	13	3

CHANDRA NATH MITTRA,

Curator, Government Central Book Depôt.

Appendix G.

Central Book Depot and Educational Press.

I.—LIST OF BOOKS TO BE PRINTED AT PRIVATE PRESSES.

No.	Name of Books.	No. of pages.	Annual No. of copies published.	Remarks.
1	Urdú kí dúsrí Kitáb	52	20,000	
2	Ditto tísrí Kitáb	80	15,000	
3	Ditto chauthí Kitáb	112	10,000	
4	Mubádí-ul-'ulúm	104	5,000	
5	Qisas-i-Hind, Part I.	62	10,000	
6	Ditto Part II.	192	10,000	
7	Qawáid-i-Urdú	82	10,000	
8	Gulistán ke pahlo do báb ká intikháb ...	70	10,000	
9	Masdar-i-Fayúz	136	10,000	
10	Guldasta-i-dánish	174	5,000	
11	Fársí kí pahlí Kitáb	34	15,000	
12	Farsí kí dúsrí Kitáb	48	10,000	
13	Pairáya-i-Khirad	282	5,000	
14	Sarmáya-i-Khirad	292	5,000	
15	Ganjína-i-Khirad	340	3,000	
16	Mukhtasar Tawáríkh-i-Hind	312	5,000	
17	Risála-i-hifz-i-Sihhat	54	5,000	
18	Miftah-ul-arz	158	5,000	
19	Inshá-i-Urdú	62	200	
20	Ditto in Shikasta character ...	56	5,000	
21	Jughráfia-i-Panjab	82	700	
22	Jughráfia-i-Hind, Part I.	40	1,500	
23	Ditto Part II.	82	500	
24	Persian Grammar, by Maulví Muhammad Husain.	300	4,000	
25	Rasúm-i-Hind	360	1,500	
26	Third Gurmukhí Reader	117	100	
27	Fourth ditto	158	100	

II.—LIST OF BOOKS TO BE PRINTED AT THE EDUCATIONAL PRESS.

No.	Name of Books.	No. of pages.	Annual No. of copies published.	Reasons for printing at the Educational Press.
1	Urdú ka Qa'ída	16	1,10,000	Printed from plates, which require a special press.
2	Urdú kí pahlí Kitáb	56	50,000	
3	Hisáb ká pahlá hissa, Urdú Edition ...	98	15,000	Contain Arithmetical formulæ.
4	Ditto dúsrá hissa, ditto ...	188	10,000	
5	Ditto tísrá hissa, ditto ...	158	5,000	
6	Ditto pahlá hissa, Hindí Edition ...	104	500	
7	Ditto dúsra hissa, ditto ...	Not yet known.	500	
8	Ditto tísra hissa, ditto ...	Ditto ...	500	
9	Ditto pahlá hissa, Gurmukhí Edition	112	500	
10	Ditto dúsra hissa, ditto	170	500	
11	Ditto tísra hissa, ditto	Not yet known.	500	
12	Risála-i-'ilm Tabí'at	208	5,000	Contains diagrams and pictures.
13	Masáhat ka risála	160	5,000	Contain diagrams and formulæ.
14	Tahrír-i-Uqlaidas, Book I.	100	1,000	
15	Ditto ditto Book II.	44	1,000	
16	Ditto ditto Book III.	52	500	
17	Ditto ditto Book IV.	42	500	
18	Jabr-o-Muqúbala, Part I.	168	700	Contain formulæ.
19	Ditto ditto Part II.	168	500	
20	Mashq-i Nasta'líq, Part I.	16	10,000	These are Vernacular Copy books; the style of writing is important.
21	Ditto ditto Part II.	36	5,000	
22	Tadríb-ut-tulláb	30	500	These are Arabic books, in which the Arabic style of writing is important. They also contain diacritical marks, which require special care.
23	Arabí kí dúsarí Kitáb	180	500	
24	Muntakhabát-ul-Arabíya	84	700	
25	Miftáh-ul-adab, Part I.	98	500	
26	Ditto Part II.	64	500	
27	Supplement to ditto	58	500	
28	Hindi kí pahlí Kitáb	56	500	In lithographing these books we follow the style of typography, as soon as their sale increases, they will be printed in type at Private Presses.
29	Hindí Primer	20	500	
30	Sanskrit Primer	42	200	
31	Vernacular (Urdú) Maps of the World, Asia, Europe, Africa, North and South America, India and the Punjab.	...	350 each.	A draftsman is employed in the Educational Press for drawing Maps.
32	Nagrí Maps of the World, Europe, Asia India, and the Punjab.	...	50	

Appendix G.

Central Book Depot and Educational Press.

A.

LIST OF NEW EDITIONS OF BOOKS ISSUED BY THE DEPARTMENT DURING THE YEAR 1884-85.

No.	Name of Book.	Number printed at the Government Educational Press.	Number printed at Private Presses.	Total.
1	Qáida-i-Urdú	96,600	...	96,600
2	Urdú ki pahlí kitáb	50,000	...	50,000
3	Urdú kí dúsri kitáb	20,000	...	20,000
4	Urdú kí tísrí kitáb	10,000	...	10,000
5	Urdú kí chauthí kitáb	10,000	...	10,000
6	Fársí kí pahlí kitáb	15,000	5,000	20,000
7	Fársí kí dúsrí kitáb	10,000	...	10,000
8	Qisas-i-Hind Part I.	1,000	7,000	8,000
9	Qisas-i-Hind Part II.	4,700	5,000	9,700
10	Miftáh-ul-'Arz	4,000	5,000	9,000
11	Mashq-i-Nastálíq, Part I....	20,000	..	20,000
12	Mashq-i-Nastálíq, Part II.	13,000	...	13,000
13	Masdar-i-Fayúz	4,600	6,000	10,600
14	Gulistán ke pahle dobáb ká intikháb	5,000	5,000	10,000
15	Hisáb ká pahlá hissa, Urdú Edition	13,000	...	13,000
16	Hisáb ká dúsrá hissa, Urdú Edition	12,500	..	12,500
17	Hissáb ká tísrá hissa Urdú Edition	4,000	...	4,000
18	Jughráfía-i-Hind, Part I.	1,500	...	1,500
19	Jughráfía-i-Punjáb	1,400	...	1,400
20	Sarmáya-í-Khirad	4,000	...	4,000
21	Sanskrit Primer, Part I.	1,500	...	1,500
22	Pairáya-i-khirad	...	5,000	5,000
23	Ganjína-i-Khirad	...	5,018	5,018
24	Tahrír-i-Uqlaidas Muqála-i-awwal	1,500	...	1,500
25	Tahrír-i-Uqlaidas Muqála-i-duwum	1,500	...	1,500
26	Inshá-i-Urdú Shikasta	5,000	3,000	8,000
27	Qawáid-i-Urdú	7,500	...	7,500
28	Rasúm-i-Hind	5,000	...	5,000
29	Arithmetic Part I., Nágrí	1,000	...	1,000
30	Hindí-kí-pahlí pustak	1,000	...	1,000
31	Guldasta-i-dánish	700	5,000	5,700
32	Mukhtasar táríkh-i-Hind	700	5,000	5,700
33	Jabr-o-Muqábila hissa-i-awwal	695	...	695
34	Jabr-o-Muqábila hissa-i-duwum	697	...	697
35	Miftáh-ul-adab hissa-i-awwal	597	...	597
36	Diráyat-ul-adab hissa-i-awwal	508	...	508
37	Diráyat-ul-adab hissa-i-duwum	505	...	505
38	Tadríb-u-tullàb	517	...	517
39	Sallam-ul-adab	691	...	691
40	Takhta-i-harúf Gurmukhí	500	...	500
41	Ishárát-ut-tálim	241	...	241
	Total	3,30,651	56,018	3,86,669

B.

FINANCIAL STATEMENT OF THE GOVERNMENT EDUCATIONAL PRESS FOR THE YEAR 1884-85.

	Rs.	Rs.		Rs.	Rs.
Tools and plant at the beginning of the year	19,519 14 8		*Paid into Treasury—*		
Outstandings ditto ditto	5,323 7 1	24,843 5 9	Proceeds of the Press	774 11 0	
Amount drawn from the Treasury—			*Adjusted by transfer entry—*		
Establishment of the Press	11,834 14 8		Proceeds of the Press, being outturn of work done for the Secretariat and other offices.	2,792 6 0	
Press contingencies	26,212 4 2	38,047 2 10			3,567 1 0
			Books supplied to the Depôt	770 0 0	35,674 9 11
			Estimated cost of printing paper used in printing the *Urdu Gazette.*		
Value of printing paper, lithographic stones, &c., received from the Superintendent of Stationery, Calcutta.	8,364 0 0	8,364 0 0	Price of paper, press and stones transferred to the Secretariat Press.	1,597 4 0	
			Advances received from the Depôt during the last year, repaid	4,872 7 9	7,239 11 9
			Excess of receipts from Government over payments and assets		991 5 11
			Tools and plant at the close of the year	23,129 0 0	
			Outstandings ditto ditto	652 12 0	23,781 12 0
Total	...	71,254 8 7	Total . . .	...	71,254 8 7

C.

FINANCIAL STATEMENT OF THE GOVERNMENT CENTRAL BOOK DEPOT FOR THE YEAR 1884-85.

	Rs.	Rs.
Assets at the beginning of the year—		
Cash	191 7 6	
Stock	1,31,586 1 2	
Outstandings	13,824 0 2	
Tools and plant	2,112 4 0	
		1,47,713 12 10
Drawn from the Treasury—		
Pay of Curator and Establishment, including Translators	9,223 3 10	
Contingencies	2,486 12 5	
Purchase of books	36,373 13 0	
	48,083 13 3	
Deduct—		
Value of Library books supplied to Colleges and Schools, the price of which has been adjusted by the Accountant-General in the mode indicated in Punjab Government Order No. 1802, dated 30th May 1879.	5,998 6 3	
		42,085 7 0
Books received from the Civil Secretariat	...	34,491 7 5
Value of books received from the Educational Press	...	35,674 9 11
Excess of assets over receipts	...	26,392 2 4
Total	...	2,86,357 7 6

	Rs.	Rs.
Paid into Treasury—		
Amount received on account of registration fee of copyright of books under Act XXV. of 1867, paid into Bengal Bank, Lahore ... ... Rs. 64 0 0		
Ditto Delhi 212 0 0		
Ditto Ludhiána 4 0 0	280 0 0	
Adjusted by transfer entry—		
Sales of books	66,856 8 9	
		67,136 8 9
Cost of registration of books	1,200 0 0	
Approximate cost of translating the *Punjab Gazette*	525 0 0	
Value of books supplied on public service	373 12 3	
Debts paid	1,410 2 3	
		3,508 14 6
By Balance—		
Cash	416 6 9	
Stock	2,03,437 15 6	
Inefficient	9,920 10 0	
Tools and Plant	1,937 0 0	
		2,15,712 0 3
Total	...	2,86,357 7 6

D.

FINANCIAL STATEMENT OF THE GOVERNMENT CENTRAL BOOK DEPOT AND THE EDUCATIONAL PRESS FOR THE YEAR 1884-85.

	Rs.	Rs.		Rs.	Rs.
Assets at the beginning of the year—			*Paid into Treasury—*		
Cash	191 7 6		Sale proceeds of the Educational Press	774 11 0	
Stock	1,31,586 1 2		Amount received on account of registration fees of copyright of books under Act XXV. of 1867, paid into the		
Outstandings	13,884 0 2		Bengal Bank, Lahore .. 64 0 0		
Tools and plant	21,632 2 8		Ditto Delhi .. 212 0 0		
		1,67,293 11 6	Ditto Ludhiána .. 4 0 0	280 0 0	
Amount drawn from the Treasury—					1,054 11 0
Pay of Curator and Establishment, including Translators	9,223 3 10		*Adjusted by transfer entry—*		
Contingencies of the Book Depôt	2,486 12 5		Sale of books	66,856 8 9	
Purchase of books	36,373 13 0		Proceeds of the Educational Press	2,792 6 0	
Pay of Educational Press establishment	11,834 14 8				69,648 14 9
Press contingencies	26,212 4 2		*Miscellaneous—*		
	86,131 0 1		Estimated value of paper expended in printing the *Urdu Gazette*	770 0 0	
Deduct—			Cost of Registration of books	1,200 0 0	
Value of Library books supplied to Colleges and Schools, the price of which has been adjusted by the Accountant-General in the mode indicated in Punjab Government Order No. 1802 dated 30th May 1879.	5,998 6 3		Approximate cost of translating the *Punjab Gazette*	525 0 0	
		80,132 9 10	Value of books supplied on public service	373 12 3	
Printing paper, &c., received from the Superintendent of Stationery, Calcutta.	8,364 9 0		Value of Presses and paper transferred to the Secretariat Press	1,597 4 0	
Books received from the Civil Secretariat	34,491 7 5				4,466 0 3
		42,855 7 5	Debts paid	1,410 2 3	1,410 2 3
Excess of payments and assets over receipts		25,791 11 9	*By Balance—*		
			Cash	416 6 9	
			Stock	2,03,437 15 6	
			Inefficient	10,573 6 0	
			Tools and Plant	25,066 0 0	2,39,493 12 3
Total		3,16,073 8 6	Total		3,16,073 8 6

APPENDIX H.

REPORT ON THE TRANSLATION DEPARTMENT FOR 1884-85.

1. The Translation Department in connection with the Central Training College has, I think, done good work during the year that is past. It has been, until about three months ago, under the conduct of Lála Umrao Singh, M.A., with whose ability and conscientious diligence I have been entirely satisfied. He has been ably assisted by Lála Jiya Rám a very able and promising young graduate. Munshi Ahsan Alí has also been indefatigable, especially in the preparation of the Persian courses for the Normal schools and the Training Colleges. Lála Kanhya Lál gave valuable assistance in the preparation of the Urdu courses for the Normal schools and the Training colleges, as also Maulavi Ulfat Husain, the Persian teacher.

2. The following is an outline of the work done throughout the session:—

(*a*) *Revision*—

1. The Translation of the Chemistry Primer.
2. Blanford's Physical Geography.

Both these works were finished and sent to the Curator for publication.

(*b*) *Translation into Urdu*—

Lothbridge's History of England. This work is almost finished.

(*c*) *Translation into English*—

Hidayat-namah for Village Schools.

(*d*) Preparation of a Hindi Primer.

(*e*) Corrections of Proofs of the Translation of the Logic Primer.

(*f*) 1. Persian Courses for Normal Schools and Training Colleges; now published.

2. Urdu Courses for Normal Schools and Training Colleges. Sent for printing.

(*g*) Books reported on—

1. Euclid, by Atmá Rám.
2. Arithmetic, by Colonel Wace.
3. Mensuration, by Colonel Wace.
4. Physical Geography, by Lála Kidar Nath.
5. Physical Geography, by M. Takaulla.
6. English Grammar for Natives, by M. Ghulam Haidar.
7. History of the Urdu Language, by Lála Chiranji Lál.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1884-85.

(For Details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
				University Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,632	Towns 238 Villages 34,086 Total... 34,324	Males ... 10,210,053 Females 8,640,384 Total... 18,850,437	Institutions — For Males	3	...	224	1,492	5	8	1,732	2,215	10,160	14,107	Institutions to No. of towns and villages ... 41·10
			Institutions — „ Females	..	...	8	309	4	...	321	...	341	662	Ditto 1·93
			Institutions — Total ...	3	...	232	1,801	9	8	2,053	2,215	*10,501	*14,769	43·03
			Scholars — Males ...	344	...	42,076	79,250	263	497	122,430	21,859	109,312	253,601	Male scholars to male population of school-going age ... 16·56
			Scholars — Females...	...	...	564	9,851	148	...	10,563	...	5,006	15,569	Female scholars to female population of school-going age ... 1·20
			Scholars — Total ...	344	...	42,640	89,101	411	497	132,993	21,859	114,318	269,170	9·52

* Includes schools given under headings 2, 3 and 4 at foot of General Table III.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB, FOR THE OFFICIAL YEAR 1884-85.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* — For Males	86,581	.	5,80,350	3,18,404	57,751	1,05,326	11,48,412	47,526	32,262	1,19,952	1,13,361	1,65,249	7,204	1,55,671	6,41,225	17,89,637
For Females	.	.	50,162	1,40,800	15,560	700	2,07,222	...	..	..	..	...	...	...	.	2,07,222
TOTAL	86,581	.	6,30,512	4,59,204	73,311	1,06,026	13,55,634	47,526	32,262	1,19,952	1,13,361	1,65,249	7,204	1,55,671	6,41,225	19,96,859
2. (*a*) Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·40	..	31·78	10·16	4·89	10·30	64·52	3·08	4·52	8·94	6·16	9·63	·94	2·21	35·48	100
(*b*) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	...	..	16·88	44·54	5·36	·21	66 99	...	...	11·00	6·38	15·63	..	...	33·01	100
(*c*) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	·80	..	48·27	24·12	1·13	2·36	76·68	4·06	...	·18	7·40	11 68	...	...	23·32	100
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4·34		31·57	22 99	3·67	5 31	67·88	2·38	1·62	6·01	5·68	8·27	·36	7·79	32·11	100

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Departmental Institutions.	Cost to Provincial Revenues	264 2 0	...	18 11 7	2 14 9	95 8 5	204 0 0	16 11 4
	Cost to Local and Municipal Funds ...	...	..	2 6 10	2 2 9	127 9 8	..	4 1 2
	Total Cost	285 7 9		27 4 1	6 14 0	223 2 0	204 0 0	25 1 7
Local Fund Schools.	Cost to Provincial Revenues	.	...	0 0 7	0 0 1	.	..	0 0 1
	Cost to Local Funds	...	..	5 2 9	3 7 10	..	82 12 0	3 11 2
	Total Cost	...	.	5 14 8	3 11 4	.	101 2 0	3 15 8
Municipal Schools.	Cost to Provincial Revenues	...	...	0 7 7	0 6 7	...	...	0 7 3
	Cost to Municipal Funds	...	..	3 0 3	2 10 3	...	10 6 11	2 15 0
	Total Cost	...	.	6 14 4	4 7 2	...	21 4 5	6 4 8
Other Departments, &c.	Cost to Provincial Revenues	...	...	1 8 9	2 13 9	...	183 4 9	34 13 9
	Cost to Local and Municipal Funds ...	.	...	0 7 4	2 13 9	...	8 9 4	1 15 8
	Total Cost	195 10 0	.	38 11 2	14 6 6	.	273 11 11	90 11 1
Aided Institutions.	Cost to Provincial Revenues	197 2 3	...	9 0 1	4 7 9	78 5 6	9 7 7	7 5 6
	Cost to Local and Municipal Funds ...	34 4 7	...	1 2 9	0 12 0	9 1 5	..	1 1 0
	Total Cost	456 6 10	..	25 13 8	13 13 6	139 1 3	36 13 9	20 10 2
Unaided Institutions.... ...	Total Cost	...	...	10 10 6	4 4 9	...	.	8 10 11
All Institutions.	Cost to Provincial Revenues	167 4 4	..	5 6 8	0 13 6	87 7 6	150 6 11	3 9 2
	Cost to Local and Municipal Funds ...	3 12 9	.	3 12 3	3 0 8	72 1 0	9 5 11	3 8 3
	Total Cost	273 15 10	..	15 0 9	5 5 6	108 8 9	216 13 2	10 8 2

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE			
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards.*				*Maintained by other Departments of Government or other ways*				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES—																
English	1	186	174	151									1	39	35	31
Oriental ...									1	119	107	109				
Total	1	186	174	151					1	119	107	109	1	39	35	31
School Education, General. — SECONDARY SCHOOLS—																
For Boys — English	30	7,701	7,938	6,804	29	6,230	6,063	5,017	5	1,078	1,013	790	30	7,312	7,150	5,767
For Boys — Vernacular					126	18,944	18,407	15,202	1	145	104	105	1	78	89	67
For Girls — English									1	202	192	167	6	294	308	275
For Girls — Vernacular													1	68	62	52
Total	30	7,701	7,938	6,804	155	25,180	24,470	20,219	7	1,425	1,309	1,062	38	7,752	7,603	6,161
PRIMARY SCHOOLS—																
For Boys	62	6,671	6,313	5,318	1,296	60,034	64,372	51,030					125	5,690	5,324	4,410
For Girls	1	63	66	66	134	3,403	3,448	2,594	1	41	42	31	172	6,227	6,076	4,553
Total	63	6,734	6,379	5,384	1,430	70,127	67,820	54,544	1	41	42	31	297	11,917	11,400	8,969
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION—																
Training Schools for Masters	4	232	212	199									1	31	32	29
Training Schools for Mistresses.		...								..			4	148	155	121
School of Art	1	85	65	65												
Law School									1	71	75	65				
Medical School							...		1	188	193	185				
Industrial Schools			..		3	76	77	68					1	15	19	16
Other Schools									1	60	60	50				
Total	5	317	277	264	3	76	77	68	3	319	328	306	6	194	206	166
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	99	14,938	14,768	12,603	1,588	95,680	92,367	74,851	12	1,904	1,786	1,508	342	19,902	19,244	15,327

PRIVATE INSTITUTIONS

1. *Advanced, Teaching—*
   (*a*) Arabic or Persian . . . .
   (*b*) Sanskrit . ...
   (*c*) Any other Oriental Classic ...
2. *Elementary, Teaching a Vernacular only or mainly*
   Do. do. Qurán .. ..
3. *European and Eurasian Schools not conforming to Departmental Standards.*
4. *Other Schools not conforming to Departmental Standards*

GRAND

ERAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1884-85

Management.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March Learning			Classification of Scholars on the 31st of March, according to Race or Creed.						Remarks.
							English	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Sikhs.	Muhammadans.	Others.	
	18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e	27f	27
Unaided.																
					2	225	225	221		1	5	164	18	37		
					1	119		65	118			50	2	67		
					3	344	225	286	118	1	5	214	20	104		
	2	582	578	485	96	22,909	13,432	16,432	22,685	629	192	13,442	1,748	6,845	53	
					128	19,167		8,570	19,169		5	11,114	1,697	6,349	2	
					7	400	458	109	250	206	234			3	3	
					1	68		13	68					68		
	2	582	578	485	232	42,649	13,890	25,024	42,172	885	431	24,550	3,445	13,265	53	
	9	255	245	190	1,492	70,250	1,882	20,247	79,207	115	219	38,628	7,317	32,308	666	
	1	27	15	12	309	9,851	580	675	9,240	536	129	3,557	1,570	3,740	319	
	10	282	260	202	1,801	80,101	2,462	20,902	88,447	651	348	42,182	8,896	36,048	976	
					5	269	43	203	234		3	136	20	104		
					4	148	3	34	130	3	17	52	39	37		
		..			1	85			65		2	18	21	44		
					1	71	37		34	5		43	6	17		
					1	188	82		106	6	8	109	15	50		
					4	99		5	7			7	2	84		
					1	60						8	7	45		
					17	908	165	242	585	14	30	373	110	381		
	12	864	838	687	2,053	132,094	16,742	46,454	131,322	1,551	814	67,325	12,471	49,798	1,034	32 Boys in Girls' schools.
					1,097	19,782	282	16,981	3,276		53	1,064	170	18,406	16	
					211	2,024		1,888	177			1,981	43			
					7	123		66	57			116	2	5	..	
	For Boys				2,598	30,056	127	3,519	26,558		100	14,308	5,991	9,498	99	
	„ Girls				51	911	4	134	777		8	442	133	288	40	
	For Boys				6,722	68,240		61,825	1,267			649	57	67,926	8	
	„ Girls				247	3,700		3,700						3,700		
	For Girls				2	66	66			66						
	For Boys				940	11,016	94	3,340	7,343		3	4,063	400	6,400	54	
	„ Girls				41	329		326	3					329		
Total					12,716	136,177	573	91 779	39,458	66	167	22,388	6,892	106,452	217	13,496 Girls in Boys' schools. 675 Boys in Girls' schools.
Total					14,769	269,170	17,315	138,233	170,780	1,617	981	89,908	19,363	156,250	1,251	13,496 Total Girls in Boys' schools 707 „ Boys in Girls' schools.

EDUCATION—GEN

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

Class of Institutions.	PUBLIC INSTITUTIONS.											
	Under Public Management.								Under Private Management.			
	Maintained by the Department.				*Maintained by other Departments of Government, &c.*				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
School Education, General.												
Secondary Schools—												
For Boys	1	86	94	94	1	301	245	167	3	236	258	238
For Girls	...	...	...	...	1	202	192	167	2	53	66	60
Total	1	86	94	94	2	503	437	334	5	289	324	298
Primary Schools.												
For Boys	...	...	...	...	...	...	...	...	3	117	111	93
For Girls	1	63	66	66	...	...	...	...	11	485	553	479
Total	1	63	66	66	...	...	...	...	14	602	664	572
Schools for Special Instruction												
School Education, Special.												
Training Schools for Mistresses	...	...	...	...	...	...	...	...	1	3	4	4
Total ..	...	...	.	..	...	...	...	...	1	3	4	4
Total of Colleges and Schools of Public Instruction .	2	149	160	160	2	503	437	334	20	894	992	874

PRIVATE INSTITUTIONS 1. European and Eurasian Schools not conforming to Departmental Standards. Total ... For Girls...

Grand Total ...

ERAL TABLE III (A.)

PUNJAB (FOR EUROPEANS), FOR THE OFFICIAL YEAR 1884-85.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March	Number of Scholars on the 31st of March Learning.			Classification of Scholars on the 31st of March according to Race or Creed.			Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Others.	
14	15	16	17	18	19	20	21	22
5	623	623	135	483	623		..	
3	255	254	16	9	255	.	...	
8	878	877	151	492	878	..	...	
3	117	117	..	74	115	...	2	
12	548	548	2	14	536	6	6	
15	665	665	2	88	651	6	8	
1	3	3		3	3	.	..	
1	3	3	...	3	3	..	...	
24	1,546	1,545	153	583	1,532	6	8	32 Boys in Girls' schools
2	66	66	..	..	66	.	...	
26	1,612	1,611	153	583	1,598	6	8	32 Boys in Girls' schools.

EDUCATION—GEN

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE	PUBLIC						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial Revenues	Local Rates or Cesses	Municipal Funds.	Fees	Subscriptions	Endowments and other sources.	Total
1	2a	2b	2c	2d	2e	2f	2
ARTS COLLEGES—	Rs	Rs	Rs	Rs	Rs	Rs	Rs
University Education. English	45,958			3,716			49,674
University Education. Oriental							
University Education. Total	45,958			3,716			49,674
SECONDARY SCHOOLS—							
School Education, General. For Boys English	1,48,611	4,931	14,334	48,711		2	2,16,589
School Education, General. For Boys Vernacular							
School Education, General. ,, Girls English							
School Education, General. ,, Girls Vernacular							
School Education, General. Total	1,48,611	4,931	14,334	48 711		2	2,16,589
PRIMARY SCHOOLS							
School Education, General. For Boys	11,638	141	13,711	11,361			36,851
School Education, General. ,, Girls	7,011						7,011
School Education, General. Total	18,649	141	13,711	11,361			43,862
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. Training Schools for Masters	20,251	27,052					47,303
School Education, Special. Training Schools for Mistresses							
School Education, Special. School of Art	13,260						13,260
School Education, Special. Law Schools							
School Education, Special. Medical Schools							
School Education, Special. Industrial Schools							
School Education, Special. Other Schools	.. .						
School Education, Special. Total	33,511	27,052					60,563
University Direction Inspection Arts Colleges	10,892	143	4,186			3 939	16,160
Scholarships held in Secondary Schools	11,947	11,835	2,996		69	136	26,983
Scholarships held in Primary Schools							
Scholarships held in Special Schools other than Training Schools	1,209	60	248			504	2,021
Buildings	41,414	27,164	4,223				72,801
Furniture and Apparatus (Special grants only)	3,730					489	4,219
Miscellaneous	13,801					70,703	84,504
Total	82,993	39,202	8,653		69	75,771	2,06,688
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,29,722	71,326	36,698	63,788	69	75,773	5,77,376

ERAL TABLE IV.

IN THE PUNJAB, FOR THE OFFICIAL YEAR 1884-85.

INSTITUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*Maintained by other Departments of Government or in other ways.*					
Provincial Revenues	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3*a*	3*b*	3*c*	3*d*	3*e*	3*f*	3	4*a*	4*b*	4*c*	4*d*	4*e*	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	....	....	..	....	....	....	....			
....	....	....	....	.	....	....	..	..	371		20,561	20,932
..	..	....	....	..	..	....	..	....	371		20,561	20,932
6,990	12,502	21,484	9,722	1,008	390	52,096	2,025	600	4,546	1,991	24,024	33,186
932	67,176	27,754	11,982	427	159	1,08,430	....		26		2,858	2,884
....	.	....	....	....	....	....	....		801	....	13,783	14,584
....	....	..	....	....	....	....	....		....	....	....	....
7,922	79,678	49,238	21,704	1,435	549	1,60,526	2,025	600	5,373	1,991	40,665	50,654
414	2,15,027	9,812	12,344	1,923	..	2,39,520	....	..	....	....	....	
2,247	7,813	5,939	....	293	.	16,292	120	120	....	131	234	605
2,661	2,22,840	15,751	12,344	2,216	..	2,55,812	120	120	..	131	234	605
..	.				.	.	.					
.	.	.	.				.					
.	.	.	.		.		.	..			.	
..						.			3,670		902	4,572
							53,203	2,816	.		1,280	57,299
	1,046	720		.	511	2,277						
..	.			..	....		6,918	.			*21,000	27,918
..	1,046	720		.	511	2,277	60,121	2,816	3,670		23,182	89,789
....	....	.	....	..	..	..	....	.	....	..		
.	.		..			....						
.	.	.	..			....						
.							948		2,237		6,562	9,747
.	18,371	2,172	181	172	265	21,161	.				3,506	3,506
.	379	127	....	.	.	506	.	180		361	116	657
..	376			..	757	1,133	13,261	3,246			1,368	17,875
....	51,795	13,290		....	.	65,085	7,235					7,235
....	....	..		....	.		2,835	.			.	2,835
....	....	....	....	....	533	533					68,634	68,634
..	70,921	15,589	181	172	1,555	88,418	24,279	3,426	2,237	361	80,186	1,10,489
10,583	3,74,485	81,298	34,229	3,823	2,615	5,07,033	86,545	6,962	11,651	2,483	1,64,828	2,72,469

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE	PUBLIC						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues	Local Rates or Cesses.	Municipal Funds.	Fees	Subscriptions	Endowments and other sources	Total
1	5a	5b	5c	5d	5e	5f	5
ARTS COLLEGES—	Rs	Rs	Rs	Rs	Rs	Rs	Rs
University Education. English	6,900		1,200	846	7,029		15,975
University Education. Oriental							
University Education. Total	6,900		1,200	846	7,029		15,975
SECONDARY SCHOOLS—							
School Education, General. For Boys — English	56,929	140	7,524	38,908	50,012	6,252	1,60,065
School Education, General. For Boys — Vernacular		240	360	23	138	180	941
School Education, General. „ Girls — English	11,075		360	11,923	11,260		34,618
School Education, General. „ Girls — Vernacular	480				480		960
School Education, General. Total	68,484	680	8,244	50,854	61,890	6,432	1,96,584
PRIMARY SCHOOLS							
School Education, General. For Boys ...	14,867	716	2,088	8,767	13,314	1,173	40,925
School Education, General. „ Girls	36,278	1,260	4,512	17,757	55,010	2,065	1,16,882
School Education, General. Total	51,145	1,976	6,600	26,524	68,324	3,238	1,57,807
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. Training Schools for Masters	3,000			95	7,353		10,448
School Education, Special. Training Schools for Mistresses	11,650		1,700	105	2,105		15,560
School Education, Special. Schools of Art							
School Education, Special. Law Schools							
School Education, Special. Medical Schools							
School Education, Special. Industrial Schools	180				520		700
School Education, Special. Other Schools							
School Education, Special. Total	14,830		1,700	200	9,978		26,708
University							
Direction							
Inspection							
Scholarships held in Arts Colleges	2,028	10				1,139	3,177
Scholarships held in Secondary Schools	2,494	1,061	512	42	120	2,931	7,160
Scholarships held in Primary Schools	1,143		438	16		841	2,438
Scholarships held in Special Schools other than Training Schools	120					120	240
Buildings	20,128						20,128
Furniture and Apparatus (Special grants only)	150						150
Miscellaneous							
Total	26,063	1,071	950	58	120	5,031	33,293
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,67,422	3,727	18,694	78,482	1,47,341	14,701	4,30,367

ERAL TABLE IV.—*concluded.*

IN THE PUNJAB, FOR THE OFFICIAL YEAR 1884-85.

INSTITUTIONS.											
MANAGEMENT.				TOTAL EXPENDITURE FROM							
Unaided.											
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	.	...	.	52,858	..	1,200	4,562	7,029	65,649	
	.	..		. .	.	.	371	20,561	20,932	
	.	.	.	52,858	.	1,200	4,933	27,590	86,581	
888	.	5,271	6,159	2,14,555	17,873	43,942	1,02,775	88,950	4,68,095	
	.	...	.	932	67,416	28,114	12,031	3,762	1,12,255	
..	...	.	.	11,075	..	360	12,724	25,043	49,202	
.	...	...	.	480		. .	.	480	960	
888	..	5,271	6,159	2,27,042	85,289	72,416	1,27,530	1,18,235	6,30,512	
61	1,037	10	1,108	26,919	2,15,884	25,611	32,533	17,457	3,18,404	
..	..	10	10	45,656	9,073	10,571	17,757	57,743	1,40,800	
61	1,037	20	1,118	72,575	2,24,957	36,182	50,290	75,200	4,59,204	
.	...	...	..	23,251	27,052	.	95	7,353	57,751	
...	...	...	..	11,650	.	1,700	105	2,105	15,560	
...	.	...	...	13,260	...	...	. .	.	13,260	
..	...	..	...	.	.	..	3,670	902	4,572	
..	.	...	...	53,203	.	2,816	..	1,280	57,299	
..		...	..	180	1,046	720	. .	1,031	2,977	
	...	...	..	6,918	. .	.		21,000	27,918	
.	...	...	..	1,08,462	28,098	5,236	3,870	33,671	1,79,337	
...	.	...	. .	22,000	...	6,091	19,435	.	*47,526	* Exclusive of expenditure on the Oriental College, Oriental College School and Law School; and scholarships given in the Government College.
...	...	...	...	32,262	.		.	. .	32,262	
..	...	...	...	63,876	55,549	274		253	1,19,952	
...	...	. .	..	13,868	153	1,186	2,237	11,640	29,084	
.	..	594	594	14,441	31,267	5,680	223	7,793	59,404	
.	3	...	3	1,143	379	745	16	1,321	3,604	
..	...	.	...	14,590	436	3,494	.	2,749	21,269	
...	..	..	...	68,777	78,959	17,513		. .	1,65,249	
..	...	...	...	6,715	..	...	..	489	7,204	
...	...	...	...	†15,801	...	...	...	1,39,870	1,55,671	† Includes Rs. 2,000 on account grant to Punjab University for Middle School Examination.
.	3	594	597	2,53,473	1,66,743	34,983	21,011	1,64,115	6,21,225	
949	1,040	5,885	7,874	7,14,410	5,05,087	1,50,017	2,08,534	4,18,811	19,96,859	

EDUCATION—GEN

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.	Under Public Management.										
	Maintained by the Department.							*Maintained by other Departments or in other ways.*			
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments & other sources.	Total.	Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
School Education, General. — Secondary Schools—											
For Boys ... ... English ...	11,299	...	...	...	...	...	11,299	...	2,956	19,479	22,435
„ Girls .. ... English ...	...	...	...	...	...	...	...	...	801	13,783	14,584
Total	11,299	...	...	...	...	...	11,299	.	3,757	33,262	37,019
Primary Schools.—											
For Boys	...	...	...	...	...	...	...	...	...	...	...
„ Girls	7,011	...	...	...	...	...	7,011	...	...	...	...
Total	7,011	...	...	...	...	...	7,011	...	...	...	...
Schools for Special Instruction—											
Training Schools for Mistresses ..	...	...	...	...	...	...	...	...	..	...	...
Total ..	...	...	...	..	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	..	6,700	...	...	6,700
Miscellaneous	1,490	...	...	.	.	.	1,490	...		68,634	68,634
Total	1,490	...	...	...	...	...	1,490	6,700	...	68,634	75,334
Total Expenditure on Public Instruction.	19,800	...	...	...	..	..	19,800	6,700	3,757	1,01,896	1,12,353

ERAL TABLE IV. (A.)

PUNJAB (FOR EUROPEANS), FOR THE OFFICIAL YEAR 1884-85.

INSTITUTIONS										
UNDER PRIVATE MANAGEMENT.						TOTAL EXPENDITURE FROM				
Aided by the Department or by Local Fund or Municipal Boards.										
Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments & other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.
4*a*	4*b*	4*c*	4*d*	4*e*	4	5*a*	5*b*	5*c*	5*d*	5
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,850	360	17,739	7,722	4,400	43,071	24,149	360	20,695	31,601	76,805
7,200	...	8,780	200	..	16,180	7,200	...	9,581	13,983	30,764
20,050	360	26,519	7,922	4,400	59,251	31,349	360	30,276	45,584	1,07,569
5,220	300	3,245	786	.	9,551	5,220	300	3,245	786	9,551
20,253	490	17,636	20,477	...	58,856	27,264	490	17,636	20,477	65,867
25,473	790	20,881	21,263	..	68,407	32,484	790	20,881	21,263	75,418
360	.	105	1,040	.	1,505	360	...	105	1,040	1,505
360	...	105	1,040	...	1,505	360	...	105	1,040	1,505
15,128	...	..	...	..	15,128	21,828	...	...	..	21,828
...	..	...	...	.	..	14,900	..	...	68,634	83,534
15,128	..	...	.	..	15,128	36,728	..	...	68,634	1,05,362
61,011	1,150	47,505	30,225	4,400	1,44,291	1,00,021	1,150	15,262	1,36,521	2,89,854

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Departmental	English	30	7,701	556	...	556	2,058	.	2,058
	Local Fund	English	2	186	...	..	...	33	...	33
		Vernacular	59	8,480	...	...	...	1,591	.	1,591
	Municipal	English	27	6,050	..	...	...	767	..	767
		Vernacular	67	10,464	12	..	12	1,863	..	1,863
	Other Departments	English	5	1,078	9	.	9	140	.	140
		Vernacular	1	145	106	..	106	20		20
	Aided	English	30	7,312	373	...	373	1,274	...	1,274
		Vernacular	1	78	14	...	14	15	.	15
	Unaided	English	2	582	10	...	10	93	..	93
	Total		224	42,076	1,080	...	1,080	7,854	.	7,854
For Girls.	Other Departments	English	1	202	..	..	..	...	22	22
	Aided	English	6	294	...	...	...	...	23	23
		Vernacular	1	68	...	...	..	...	3	3
	Total		8	564	...	...	...	..	48	48
Total Secondary Schools			232	42,640	1,080	...	1,080	7,854	48	7,902
Primary Schools—										
For Boys.	Departmental		62	6,671						
	Local Fund		1,246	62,620			.		.	
	Municipal		50	4,014	..		..		...	.
	Aided		125	5,690			..	..	.	.
	Unaided		9	255	..	.	...	.	.	.
	Total		1,492	79,250		...	...	...	...	...
For Girls.	Departmental		1	63	..	.	...	...	...	..
	Local Fund		56	1,341		.	..	...		...
	Municipal		78	2,152	.	..	...	..	..	...
	Other Departments		1	41	.	..	..	.	..	.
	Aided		172	6,227	.	...	...	...	...	...
	Unaided		1	27	..	.	...	...	...	...
	Total		309	9,851	.	...	.	...	...	...
Total Primary Schools			1,801	89,101	...	.	..	...	..	...
Grand Total			2,033	131,741	1,080	...	1,080	7,854	48	7,902

ERAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1884-85

Upper Primary Stage			Lower Primary Stage						Total		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			*Comprising all pupils who have not passed beyond the Lower Primary Stage*								
			Reading Printed Books.			Not Reading Printed Books					
3			4			5					
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2,700		2,700	2,319		2,319	68		68	7,701		7,701
24		24	129		129				186		186
1,343		1,343	5,223		5,223	323		323	8,480		8,480
1,525		1,525	3,432		3,432	326		326	6,050		6,050
1,519		1,519	6,193		6,193	877		877	10,464		10,464
251		251	645		645	33		33	1,078		1,078
19		19							145		145
1,781		1,781	3,661		3,661	223		223	7,312		7,312
16		16	33		33				78		78
108		108	275		275	96		96	582		582
9,286		9,286	21,910		21,910	1,946		1,946	42,076		42,076
26	35	61		119	119				26	176	202
	64	64		207	207					294	294
	3	3		62	62					68	68
26	102	128		388	388				26	538	564
9,312	102	9,414	21,910	388	22,298	1,946		1,946	42,102	538	42,640
235		235	5,090		5,090	1,346		1,346	6,671		6,671
8,473		8,473	53,345	..	53,345	802		802	62,620		62,620
507		507	3 290		3,290	217		217	4014		4,014
226		226	4,970		4,970	494		494	5 690		5,690
4		4	251		251				255		255
9,445		9,445	66,946		66,946	2,859		2,859	79,250		79,250
	20	20		43	43					63	63
	31	31		1,309	1,309	..	1	1		1,341	1,341
	53	53		2,010	2,010		89	89		2,152	2,152
	14	14		25	25		2	2		41	41
	167	167		5 865	5,865		195	195		6,227	6,227
				15	15		12	12		27	27
	285	285		9,267	9,267		299	299		9,851	9,851
9,445	285	9,730	66,946	9,267	76,213	2,859	299	3,158	79,250	9,851	89,101
18,757	387	19,144	88,856	9,655	98,511	4,805	299	5,104	121,352	10,389	181,741

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

THE OFFICIAL

CLASS OF SCHOOLS.		Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
				1		
				Boys.	Girls.	Total.
SECONDARY SCHOOLS—						
For Boys	Departmental	1	86	2	..	2
	Other Departments, &c.	1	301	9	...	9
	Aided...	3	236	37	...	37
	Total	5	623	48	...	48
For Girls	Other Departments, &c.	1	202	..	...	...
	Aided	2	53	...	...	...
	Total	3	255	...	...	...
TOTAL SECONDARY SCHOOLS ...		8	878	48	...	48
PRIMARY SCHOOLS—						
For Boys,	Aided	3	117	...	...	...
For Girls	Departmental	1	63	...	..	...
	Aided	11	485	..	...	...
	Total	12	548	...	...	...
TOTAL PRIMARY SCHOOLS ...		15	665	...	...	...
GRAND TOTAL		23	5,431	48	...	48

ERAL TABLE V. (A.)

FOR GENERAL EDUCATION FOR EUROPEANS IN THE PUNJAB AT THE END OF YEAR 1884-85.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
19	...	19	29	...	29	36	...	36	86	...	86
59	...	59	54	...	54	179	...	179	301	...	301
52	...	52	61	...	61	86	..	86	236	...	236
130	...	130	144	...	144	301	...	301	623	...	623
...	22	22	26	35	61	...	119	119	26	176	202
...	5	5	...	16	16	...	32	32	...	53	53
...	27	27	26	51	77	...	151	151	26	229	255
130	27	157	170	51	221	301	151	452	649	229	878
...	...	...	18	...	18	99	...	99	117	...	117
...	...	...	...	20	20	...	43	43	...	63	63
...	...	...	6	117	123	...	362	362	6	479	485
...	...	...	6	137	143	...	405	405	6	425	548
...	...	...	24	137	161	99	405	504	123	542	665
130	27	157	194	188	382	400	556	956	772	771	1,543

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1884-85.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.					
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*
Arts Colleges—																				
1. Master of Arts	1	...	..	1	4	.	...	1	5	4	..	...	1	5	...	1	3	.	1	..
Master of Oriental Learning	1	.	...	1	2	...	...		2	2		.	.	2	...	...	1		1	.
2. Bachelor of Arts	3	1	..	4	15	3	.	6	24	9	1	..	4	14	1		13	.		..
Bachelor of Oriental Learning	1	...	...	1	2		.		2	2	...	..	.	2	.		1		1	
3. Intermediate. Arts	2	1	...	3	50	16	...	12	78	20	6	...	2	28	.	1	21	2	3	1
Oriental	1	.	...	1	5	...	..		5	3	...	...	..	3	..		3	..	..	
Oriental Colleges—																				
1. Honours in Sanskrit	1	...	..	1	2	..	...	1	3	1	.	...	...	1	..	..	1	.	...	.
„ Arabic	1	.	.	1	3			..	3	3	..	.	...	3	...		.	..	3	..
„ Persian	1	...	.	1	1			..	1	1	.		...	1	..		.	.	1	..
2. High Proficiency in Sanskrit	1	...	1	2	5		3	.	8	3	..	.	...	3	..	...	3	...	.	...
„ „ Arabic	1	.	1	2	9	..	1	4	14	3	..	.	...	3	...	.		...	3	..
„ „ Persian	1		1	2	10		2	2	14	6	...		2	8	...	...	2	...	6	...
3. Proficiency in Sanskrit	1		2	3	11		6	4	21	5	...	2	2	9	...	..	9	..	.	...
„ Arabic	1	.	2	3	8		5	6	19	7	.	2	2	11	...	.	...	..	11	...
„ Persian	2	.	2	4	16	.	17	15	48	4	...	4	4	12	...	.	.	..	12	..
Medicine—																				
1. L. M. S. (Final Examination)	1	.	...	1	19	...	...		19	11	..	..	...	11	..	..	8	2	1	...
2. First L. M. S. (First Examination)	1	.		1	20	...	..	..	20	9	.	..	...	9	..	1	3		3	2

ENGINEERING—																						
1. First L.C. E. (First Examination)		2	...	...	2	7	...	...	...	7	4	...	...	...	4	...		3	...	1	...
SCHOOLS OF GENERAL EDUCATION—																						
Matriculation, Calcutta ... Boys		6	12	...	18	22	65	...	..	87	5	26	...	..	31	7	...	13	2	6	3
„ *Punjab* English ... Boys		14	13	3	30	285	180	9	128	602	153	85	2	32	272	...	3	180	26	61	2
„ *Punjab* English ... Girls... ...		...	1	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...
„ *Punjab* Vernacular .. Boys		4	..	2	6	30	...	2	19	51	25	...	...	2	27	...	...	9	1	17	...
Public Service Test Examination		...	...	...	...	...	...	..	281	281	...	...	...	76	76	...	...	34	8	34	...
SCHOOLS OF SPECIAL INSTRUCTION—																						
Training School Examination for Masters. Upper ... English ..		1	..	...	1	15	...	...	2	17	13	...	...	2	15	...	...	13	...	2	...
Training School Examination for Masters. Upper ... Vernacular		1	1	...	2	29	8	...	2	39	29	6	..	2	37	...	...	14	6	17	...
Training School Examination for Masters. Lower ... Vernacular ..		3	1	...	4	126	6	...	1	133	78	2	...	...	80	...	...	25	14	38	...
Law School ... ... Final Examination		1	...	...	1	24	...	...	29	53	5	...	...	5	10	...	...	8	1	..	1
Law School ... ... First Examination		1	...	...	1	37	...	...	53	90	9	...	...	7	16	1	...	10	1	4	...
DEPARTMENTAL TESTS—																						
Middle School Examination. English ... Boys		57	28	13	98	764	390	78	329	1,561	668	317	48	186	1,219	23	7	779	116	290	4
Middle School Examination. English ... Girls... ...		...	5	..	5	...	15	...	1	16	...	5	...	1	6	4	2	.	...	..	..
Middle School Examination. Vernacular... Boys ...		126	2	4	132	961	7	6	153	1,127	782	2	3	66	853	.	..	443	120	290	...
Upper Primary School Examination. English ... Boys		66	37	..	103	1,792	712	...	..	2,504	1,432	560	..	..	1,992	59	20	1,207	152	549	5
Upper Primary School Examination. English ... Girls... ...		1	11	..	12	13	55	.	..	68	12	35	...	...	47	39	8	...	...	...	...
Upper Primary School Examination. Vernacular... Boys... ...		1,174	1	1	1,176	4,738	7	6	.	4,751	3,437	4	3	...	3,444	..	4	1,816	392	1,228	4
Upper Primary School Examination. Vernacular... Girls... ...		10	5	...	15	19	9		..	28	17	1	...	...	18	...	...	3	...	15	...
Lower Primary School Examination ... Boys		1,484	79	14	1,577	13,483	1,131	89	...	14,703	10,448	870	56	...	11,374	86	23	5,833	1,104	4,285	43
Lower Primary School Examination ... Girls... ...		82	27	...	109	155	184	.	...	339	83	102	...	...	185	67	24	24	9	60	1

* For Departmental Tests, see last entries in table.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

Objects of Expenditure.	Expenditure of Local Fund Boards on Public Instruction														
	In Institutions maintained by Local Fund Boards.											In Institutions maintained by			
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instructions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. Arts Colleges— English ..	...	...	...	...	...	...	...	...	...	...	.		...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. Secondary Schools— For Boys. English	2	186	216	140	300	1,946	...	274	...	344	2,864	4,931	10,556	440	17,873
For Boys. Vernacular	59	8,480	8,153	6,811	...	41,353	723	4,165	232	159	46,632	...	25,823	240	67,416
For Girls, English	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	61	8,666	8,369	6,951	300	43,299	723	4,439	232	503	49,496	4,931	36,379	680	85,289
Primary Schools— For Boys... ...	1,240	62,620	60,617	48,943	230	2,09,852	230	11,268	1,879	...	2,23,459	141	5,175	716	2,15,884
For Girls... ...	56	1,341	1,337	1,01[illegible]	16	6,189	33	...	16	...	6,254	...	1,624	1,260	9,073
Total	1,302	63,961	61,954	49,916	246	2,16,041	263	11,268	1,895	...	2,29,713	141	6,799	1,976	2,24,957
School Education, Special. School for Special Instruction— Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	27,052	...	...	27,052
Training Schools for Mistresses .	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical School .	...	...	..	...	...	...	...	...	.	...	...	...	...	...	...
Industrial School	1	8	8	8	...	662	...	...	..	147	809	...	384	...	1,046
Total	1	8	8	8		662	...	...	...	147	809	27,052	384	...	28,098
Inspection—	...	...	..	..	...	...	..	...	...	...	..	...	.	...	55,549
Scholarships held in Arts Colleges ..	.	...	...	..	...	...	...	.	...	...	.	143	...	10	153
Secondary Schools	..	...		...	..	7,479	27	2	...	3	7,511	11,835	16,892	1,061	31,267
Primary Schools ..	..	...	...	...	..	345	3	...	...	..	348	...	34	...	379
Special Schools other than Training Schools ..	...	...	...	...	...	376	..	...	...	37	413	60	...	...	436
Buildings ...	...	...	...	...	...	42,203	...	...	...	...	42,203	27,164	9,592	...	[illegible]
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	50,403	30	2	...	40	50,475	39,202	20,518	1,071	(a) 1,66,743
Grand Total ...	1,364	72,635	70,331	56,919	546	3,10,405	1,016	15,709	2,127	690	3,30,493	71,326	64,080	3,727	5,05,087

(a) Includes Rs. 55,549 on account of inspection.

ERAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB, FOR THE OFFICIAL YEAR 1884-85.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION																
IN INSTITUTIONS MAINTAINED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MAINTAINED BY					
Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.	Other Departments of Government or in other ways.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	...	1,200	1,200
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	...	1,200	1,200
27	6,050	5,847	4,907	6,090	21,484	10,556	9,448	1,008	46	49,232	14,334	...	7,524	600	43,942	61,815
67	10,464	10,254	8,391	932	27,031	25,823	7,817	195	...	61,798	...	723	360	...	28,114	95,530
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...	360	360
94	16,514	16,101	13,298	7,622	48,515	36,379	17,265	1,203	46	1,11,030	14,334	723	8,244	600	72,416	1,57,705
50	4,014	3,755	3,007	184	9,582	5,175	1,076	44	...	16,061	13,711	230	2,088	...	25,611	2,41,49
78	2,152	2,111	1,577	2,231	5,906	1,624	...	277	...	10,038	...	33	4,512	120	10,571	19,644
128	6,166	5,866	4,584	2,415	15,488	6,799	1,076	321	...	26,099	13,711	263	6,600	120	36,182	2,61,139
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,052
...	...	...	...	...	...	...	...	...	...	...	...	...	1,700	...	1,700	1,700
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,816	2,816	2,816
2	70	69	60	...	720	384	...	...	364	1,468	...	...	...	...	720	1,766
2	70	69	60	..	720	384	...	...	364	1,468	...	...	1,700	2,816	5,236	33,334
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	274	55,823
...	...	...	...	...	...	...	...	...	...	...	1,186	...	...	...	1,186	1,339
	...	...	...	...	2,145	10,892	179	172	262	13,650	2,996	27	512	..	5,680	36,947
	...	...	...	...	124	34	...	...	...	158	...	3	438	180	745	1,126
...	...	...	...	...	...	...	...	...	720	720	248	...	...	3,246	3,494	3,930
...	..		...	...	13,290	9,592	...	...	...	22,882	4,223	...	...	...	17,513	96,472
...	..	...	...	..	...	...	...	...	533	533	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	..	...	...	...	6091	6,091
..	...	...	...	...	15,559	20,518	179	172	1,515	37,943	8,653	30	950	3,426	(b)34,983	2,01,726
224	22,750	22,036	17,942	10,037	8,282	64,080	18,520	1,696	1,925	1,76,540	36,698	1,016	18,694	6,962	1,50,017	6,55,104

(b). Includes Rs. 274 on account of inspection and Rs. 6,094 on account of University.

SUBSIDIARY

ABSTRACT RETURN BY DISTRICTS OF NATIVE BOYS'

Serial Number.	Name of District.	Total male Population.	PUBLIC INSTITUTIONS										Scholars in Institu	
			Under Public Management.						Under Private Management.					
			Managed by Department.		Managed by Local and Municipal Boards.		Managed by other Depts. of Govt. or in other ways.		Aided.		Unaided.			
			Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.	In High Department.	In Middle Department.
1	Delhi	344,016	6	986	51	2,635	1	323	32	1,438	...	...	104	466
2	Gurgaon	338,917	7	604	63	3,518	...	...	...	...	...	...	16	235
3	Karnál	336,171	4	330	42	1,940	...	...	...	...	...	...	...	137
4	Hissar	343,210	5	734	35	1,357	...	...	...	...	...	...	...	80
5	Rohtak	296,224	3	302	37	2,430	...	...	...	...	...	...	...	145
6	Umballa	588,272	5	637	76	4,987	...	...	6	818	1	57	15	425
7	Ludhiána	339,598	1	286	61	3,437	...	...	6	615	...	...	70	447
8	Simla	27,593	1	153	5	189	...	...	13	265	...	...	...	20
9	Jullundur	431,435	3	285	89	5,786	...	...	5	1,033	...	...	50	567
10	Hoshiárpur	481,526	5	605	85	4,944	...	...	...	...	...	...	50	534
11	Kángra	380,867	3	281	43	2,576	...	...	2	158	...	...	..	104
12	Amritsar	490,694	8	1,826	70	4,177	...	...	8	934	1	209	112	375
13	Gurdáspur	445,798	5	1,098	92	4,812	...	...	9	375	1	24	43	343
14	Siálkot	539,661	...	...	71	4,588	...	...	5	970	1	373	40	398
15	Lahore	510,353	7	1,472	48	3,134	2	207	26	1,665	...	..	279	512
16	Gujránwála	333,605	4	522	64	3,987	...	...	5	1,018	7	174	59	336
17	Ferozepore	425,067	3	421	60	3,541	1	306	...	...	...	...	13	211
18	Ráwalpindi	449,287	1	54	58	6,203	...	...	6	932	...	...	17	342
19	Jhelum	318,448	1	380	55	4,328	...	...	15	591	...	...	...	245
20	Gujrát	362,102	3	532	39	4,403	...	...	2	394	...	.	49	385
21	Shahpur	221,676	4	520	40	2,300	...	...	...	...	...	...	12	154
22	Peshawar	329,524	...	...	31	1,886	...	...	2	526	...	...	21	153
23	Hazára	218,616	2	172	23	1,478	...	...	...	...	...	...	...	49
24	Kohát	101,369	1	337	4	232	...	...	...	...	...	...	...	45
25	Mooltan	304,517	4	813	61	2,625	1	86	2	418	...	...	39	228
26	Jhang.	214,382	1	297	32	1,856	...	...	...	...	...	...	38	209
27	Montgomery	232,947	...	...	25	1,470	...	...	...	...	...	...	...	90
28	Muzaffargarh	184,510	...	...	26	1,364	...	...	...	...	..	...	...	68
29	Dera Ismail Khan	238,468	...	...	23	1,865	...	...	3	294	...	...	5	132
30	Dera Gházi Khan	200,067	4	639	29	2,096	...	...	...	...	...	...	...	224
31	Bannu	177,503	...	...	29	1,667	...	...	3	283	...	...	...	64
	Total	10,210,053	91	14,286	1,451	91,814	5	922	150	12,727	11	837	1,032	7,724

FORM No. I.

SCHOOLS FOR GENERAL EDUCATION ONLY FOR 1884-85.

PUBLIC TIONS.		PASSES FOR PUBLIC INSTITUTIONS.				EXPENDITURE ON PUBLIC INSTITUTIONS.							PRIVATE. INSTITUTIONS			
In Upper Primary Department.	In Lower Primary Department.	Matriculation.	Middle School Examination.	Upper Primary Examination.	Lower Primary Examination.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of Schools.	No. of Scholars.	Total number of Schools.	Total number of Scholars.
						Rs	Rs	Rs.	Rs.	Rs.	Rs	Rs.				
835	3,977	34	107	283	469	22,292	11,377	5,654	11,548	9,973	4,538	65,382	84	1,311	174	6,693
501	3,370	5	53	140	356	5,893	14,898	2,739	3,172	..	...	26,702	41	500	111	4,622
308	1,825		24	85	168	5,279	7,474	3,415	2,111	.	...	18,279	73	913	119	3,183
240	1,771		21	57	116	5,259	5,417	4,148	2,568			17,392	92	1,180	132	3,271
370	2,217		32	83	184	3,718	10,046	2,777	2,787		..	19,328	93	1,152	133	3,884
737	5,822	3	77	219	487	11,450	18,466	3,755	6,085	4,613	250	44,619	176	1,849	264	8,348
733	3,088	21	120	217	496	9,082	16,677	6,500	6,474	944	420	40,097	345	4,188	413	8,526
58	529		3	16	43	3,827	1,050	418	954	197	1,203	7,649	6	133	25	740
1,110	5,377	18	146	390	611	13,325	17,032	3,895	7,474	4,159		45,885	322	4,031	412	11,155
1,120	3,845	9	132	279	604	8,009	15,915	2,109	4,638	154		30,825	100	1,321	190	6,870
500	2,411	.	26	105	237	4,201	8,818	2,040	1,415	2,478		18,952	14	174	62	3,189
1,022	5,637	20	101	275	548	23,742	15,184	4,227	10,227	5,181	2,760	61,371	692	6,909	779	14,055
1,059	4,864	8	59	256	541	12,691	18,334	5,454	8,303	2,281	1,292	48,355	246	2,211	353	8,520
995	4,498	5	134	309	514	3,180	14,919	3,240	3,633	3,237	2,871	31,080	749	7,991	826	13,922
938	4,749	76	154	246	591	27,197	9,999	3,727	12,388	4,378	2,897	60,586	581	5,844	664	12,322
935	4,371	15	78	228	611	6,095	10,221	2,875	5,995	4,444	180	29,810	123	1,931	203	7,632
575	3,472		52	159	436	2,703	10,236	3,184	2,850	1,721	7	20,701	260	1,999	324	6,270
1,110	5,720	5	73	395	727	4,197	12,618	4,839	4,205	1,958	...	27,817	1,345	15,555	1,410	22,744
839	1,215	...	66	279	572	2,360	10,062	2,228	3,725	568	20	18,963	616	8,701	701	14,000
910	3,985	7	80	258	575	6,669	10,276	774	4,143	1,805	.	23,667	1,078	10,368	1,122	15,697
458	2,196	6	28	145	332	2,832	5,733	2,762	2,505	26		13,858	540	6,162	584	8,982
399	1,839	5	25	135	284	5,062	6,650	1,298	2,075	4,578		19,663	943	8,332	976	10,744
194	1,407		14	36	136	2,025	4,186	1,855	775			8,841	1,006	12,607	1,031	14,257
105	410		9	28	54	2,333	911	594	563	24	2	4,447	276	2,169	281	2,738
653	3,022	13	55	204	380	6,088	11,966	6,529	4,968	2,482		32,033	354	2,814	422	6,756
377	1,529	14	42	106	198	6,114	6,036	2,515	2,365	703		17,733	257	2,238	290	4,391
282	1,098	.	19	95	167	360	3,386	3,757	940	353		8,396	164	1,327	189	2,797
254	1,041		7	79	165		5,471	2,082	726	74		9,253	270	2,466	296	3,830
336	1,689		35	105	241	2,353	4,662	3,761	1,422	2,106		14,504	443	4,973	469	7,132
355	2,156	.	45	93	224	3,301	6,770	2,175	2,150		...	14,396	303	2,426	336	5,161
261	1,625		13	72	222	1,200	6,383	1,381	145	2,705	...	11,814	753	7,376	785	9,326
18,569	93,261	265	1,800	5,377	11,289	2,13,037	3,01,173	97,007	1,23,399	61,342	16,440	8,12,398	12,375	131,171	14,083	251,757

13,496 Girls in Boys' Schools.